DOCUMENT RESUME

ED 447 248 UD 033 877

TITLE	Fiscal Year 1999/2000 Annual Performance Report.
INSTITUTION	White House Initiative on Educational Excellence for Hispanic Americans, Washington, DC.
SPONS AGENCY	Environmental Protection Agency, Washington, DC.
PUB DATE	2000-09-00
NOTE	154p.; Funding also provided by Romulo Diaz, Assistant Secretary for Grants and Administration.
AVAILABLE FROM	White House Initiative on Educational Excellence for Hispanic Americans, 400 Maryland Avenue, S.W., Room 5E110, Washington, DC 20202-3601. Tel: 202-401-1411; Fax: 202-401-8377; e-mail: white_house_init_hispanic_ed@ed.gov. For full text: http://www.ed.gov/offices/OIIA/Hispanic.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	*Access to Education; *Educational Quality; Elementary Secondary Education; *Employment Opportunities; Excellence in Education; *Financial Support; Higher Education; *Hispanic American Students

ABSTRACT

This annual performance report examines how federal agencies address the education and employment challenges facing the Latino community. The report profiles the programmatic efforts undertaken by federal agencies in fiscal year 1999 and plans for fiscal year 2000. Agency profiles were slightly modified over fiscal year 1998 to better highlight achievements and investments to improve education and employment opportunities for Hispanic Americans. Profiles include information on such areas as: action plan achievements; programs and activities that have demonstrated a direct impact on Hispanic communities; contributions to Hispanic Serving Institutions (HSIs) (e.g., total agency funding and activities that demonstrate the agency's support for enhancing the capacity of HSIs); employment of Hispanics (total number of Hispanics employed in the agency, strategies to address the underrepresentation of Hispanics in the agency's employment ranks, and other employment practices that offer Hispanics an opportunity to develop their academic and professional careers); future investments; and point of contact (names of agency officials who can respond to questions about the programs identified in the report). Appended are: the Department of Education FY99/00 Annual Performance Report; federal agency support for HSIs; and FY99 federal agency financial support for HSIs. (SM)

Reproductions supplied by EDRS are the best that can be made
from the original document.

UD

ED 447 248

White House Initiative on Educational Excellence for Hispanic Americans

Fiscal Year 1999/2000

Annual Performance Reports

UD033877

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

Fiscal Year 1999/2000
Annual Performance Report

September 2000

White House Initiative on
Educational Excellence for Hispanic Americans

President's Advisory Commission on Educational Excellence for Hispanic Americans
Chair, Guillermo Linares

White House Initiative on Educational Excellence for Hispanic Americans
Executive Director, Sarita E. Brown

The text of this document is in the public domain. Authorization to reproduce this document in whole or in part is granted. On request, this publication is available in alternative formats, such as Braille, large print, audiotape, or computer diskette. For more information, please contact the U.S. Department of Education's Alternate Format Center at (202) 205-8113.

This report is also available on the Department's Web site at:
http://www.ed.gov/offices/OIIA/Hispanic

For more information regarding the report, please contact:

Project Coordinator: Richard Toscano
White House Initiative on Educational Excellence for Hispanic Americans
400 Maryland Ave, SW, Room 5E110
Washington, DC 20202
202-401-1411

Special thanks to the Environmental Protection Agency and Romulo Diaz, Assistant Secretary for Grants and Administration, for providing financial support in publishing this report.

THE PRESIDENT'S CHALLENGE

As part of the Administration's commitment to improve educational opportunities for Latinos, President Clinton signed Executive Order 12900 in September 1994 and established the President's Advisory Commission on Educational Excellence for Hispanic Americans and its White House Initiative. The Executive Order charges the President's Advisory Commission with surveying federal agencies on an annual basis to assess their performance in providing education opportunities to the Latino community. To fulfill this charge, the Commission and White House Initiative staff has developed several interagency strategies and mechanisms including the Annual Performance Report on Executive Order 12900. Other interagency efforts are described within the Annual Performance Report and can be found on the White House Initiative Web site at **http://www.ed.gov/offices/OIIA/Hispanic**.

Beyond Executive Order 12900, the President and his Administration has also focused on other ways to expand educational opportunities for the Latino community. One such effort was the first ever White House Convening on Latino Children and Youth on August 2, 1999. Hosted by First Lady Hillary Rodham Clinton, the convening brought together scholars, elected officials, and national and community activists from across the country to examine issues of early childhood development, educational achievement and adolescence. The convening also highlighted promising efforts to support Latino youth and examined ways to foster new support for innovative programs.

On June 15th, 2000, President Clinton hosted a Strategy Session on Improving Hispanic Student Achievement, which built upon the Administration's long-standing efforts to increase funding for education programs that increase Latino student achievement. At the session, the President called for a national commitment to accomplish five major goals to improve educational attainment and outcomes over the next decade: 1) increasing access to quality early childhood education; 2) ensuring that Hispanic students achieve English language proficiency; 3) eliminating the achievement gap on state assessments; 4) increasing the rate of high school completion; and 5) increasing the rate of college completion.

To further underscore its commitment to ensuring accountability for measurable outcomes, the Administration released a status report which serves as a report card on Hispanic student achievement that will become an annual measure of progress toward achieving the President's five goals. This report card includes several key indicators for Hispanic student achievement and the nation's goals and benchmarks for reducing the achievement gap between Latino students and their peers. The President also announced the formation of the 2010 Alliance, a partnership of stakeholders from various sectors, that will monitor the nation's progress in closing the achievement gap over the next decade.

Contents

Executive Summary vii

Agency Plans

Department of Agriculture 1
Department of Commerce 6
Department of Defense 10
Department of Education 16
Department of Energy 23
Department of Health and Human Services 27
Department of Housing and Urban Development 34
Department of the Interior 38
Department of Justice 42
Department of Labor. 46
Department of State. 53
Department of Transportation. 55
Department of the Treasury 61
Department of Veterans Affairs. 64
Agency for International Development 67
Central Intelligence Agency 69
Environmental Protection Agency 70
General Services Administration 75
National Aeronautics and Space Administration. 76
National Endowment for the Arts 82
National Endowment for the Humanities 84
National Science Foundation 88
Office of Personnel Management 92
Small Business Administration 95
Smithsonian Institution 98
Social Security Administration 101

Appendix A

Department of Education FY99/00 Annual Performance Report 103

Appendix B

Federal Agency Support for Hispanic Serving Institutions 137

Table A

FY99 Federal Agency Financial Support for Hispanic Serving Institutions 141

Executive Summary
FY99/00 Annual Performance Report on Executive Order 12900

The Fiscal Year (FY) 1999/2000 Annual Performance Report reflects a concerted effort by the White House Initiative and the Office of Management and Budget (OMB) to examine how federal agencies address the education and employment challenges facing the Latino community. The most relevant information about how federal programs and activities can increase the educational attainment level of Latinos was captured through a systematic review process that included follow-up interviews with agency officials.

Previous surveys were conducted for FY95 and FY98 and are available on the White House Initiative web site at **http://www.ed.gov/offices/OIIA/Hispanic.**

PROCESS AND OVERVIEW

The FY99/00 Report profiles the programmatic efforts undertaken by federal agencies in FY99 and plans for FY00. Agency profiles were slightly modified over FY98 to better highlight achievements and investments to improve education and employment opportunities for Latinos. Profiles include information on the following subject areas:

Action Plan Achievements provides an overview of the agency's success in achieving FY99 stated goals and objectives for improving and/or expanding education and employment opportunities for Latinos.

Programs/Activities includes programs that have demonstrated a direct impact on the Latino community. The description includes the program purpose and the number of Latinos served. This section also includes other relevant data on the agency's activities.

Contributions to Hispanic Serving Institutions (HSIs) includes total agency funding to HSIs, and activities that demonstrate the agency's support for enhancing the capacity of HSIs.

Employment of Hispanics includes the total number of Hispanics employed in the agency (career and noncareer), strategies to address the underrepresentation of Hispanics in the agency's employment ranks, and other employment practices (for example, internships and fellowships) that offer Latinos an opportunity to develop their academic and professional careers.

Future Investments includes goals/objectives and action plans that demonstrate the agency's commitment to improve and expand existing programs, and create new programs that support the Latino community.

Point of Contact includes the name(s) of agency official(s) who can respond to questions about the programs identified in the report.

ANALYSIS OF AGENCY SUBMISSIONS

Federal agencies have made progress since FY95 and FY98 in expanding education and employment opportunities for the Latino community. FY99/00 agency reports reflect an increased awareness about the education needs of Latinos and agencies' capacity to provide effective programs and services to help fulfill those educational needs. This increased awareness was, in part, the result of information seminars and technical assistance offered by the White House Initiative on strengthening HSIs, outreach, and program development and implementation. Using information from these seminars, agencies were better able to develop effective programs and identify institutions serving Latino constituents. The FY99/00 Annual Performance Report submissions reflect this improvement.

While the progress of federal agencies is positive, the federal government still faces challenges in reaching its goals to improve education and employment opportunities for the Latino community. One important challenge facing agencies continues to be the ability to collect and analyze data. Critical to this challenge are the continued and increased commitment of agency leadership to ensure accountability through reliable data collection instruments

In conducting follow-up interviews with agency officials, we learned that more agencies are developing a coordinated approach to provide effective outreach to the Latino community. Several departments including Agriculture, Energy, Health and Human Services, Interior, and the Environmental Protection Agency, have developed and implemented department-wide short-and long-term action plans to integrate the education and employment needs of the Latino community into the overall mission of their agencies. Action plans include evaluation measures and accountability to ensure inclusion of Hispanics in programs and activities and effective use of resources. As a result, these agencies are better able to provide more accurate data on how Latinos are benefiting from their services.

While the 26 agencies submitting reports for FY99 include a variety of programs supporting the entire education continuum, most agencies' support for improving educational opportunities for Latinos was directed to HSIs and the Latino students enrolled at these institutions. In FY99, federal agencies' support for HSIs was $648 million, an increase of 49 percent over FY98 ($435 million). Progress over the past three years reflects a stronger commitment by agencies to develop strategies to better serve HSIs with federal programs, services, grants and contracts. For example, the Department of Commerce and the National Endowment for the Humanities have developed new grant programs that will support these institutions.

The most significant improvement in FY99 is increased outreach with national, state, and local organizations serving Latinos. The purpose of agency outreach efforts to the Latino community is to increase awareness of and participation in federal education and employment programs across the United States. For example, the Departments of Agriculture, Education, Energy, Health and Human Services, Housing and Urban Development, Labor, the Environmental Protection Agency, and the Small Business Administration supported the national conference series *Excelencia en Educación*: The Role of Parents in the Education of Their Children. Organized by the White House Initiative, the conferences in San Antonio, Los Angeles, New York, Chicago, and Miami, and Washington, D.C. offered over 5,300 Latino parents information and resources to support their efforts to secure a quality education for their children.

The conferences served as a vehicle for federal agencies to reach Latino parents and educators with important information about government programs and services, and helped better serve Latino parents and their children. Agency personnel who participated reported a greater understanding of the education needs and strengths of Latino students and developed ideas for improving future federal outreach to the Latino community.

SUPPORT FOR AGENCY WORK

Assisting agencies in their efforts to evaluate the impact of federal outreach programs on the Latino community is the Inter-Departmental Council on Hispanic Education Improvement (IDC). Comprised of deputy and assistant secretaries, the IDC has served as the primary mechanism to identify strategies to improve how the federal government provides education and employment opportunities for the Latino community. IDC members have guided their agencies' efforts in making the necessary programmatic, management and budgetary adjustments to address the educational challenges facing the Latino community.

Carrying out the work of the IDC are structured working groups. Comprised of career agency program officers, the working groups have addressed specific issues pertaining to early childhood education, K-12 education, higher education, community involvement, and federal employment. Working group members have played a crucial role in connecting all aspects of agency outreach efforts directed to the Latino community. They have provided crucial information about agency programs, developed interagency strategies that address the education of Latinos, and provided recommendations to the IDC related to their work.

Identifying strategies and opportunities to better serve the Latino community has also been facilitated by technical assistance meetings convened by the White House Initiative. On February 8, 2000, senior officials from Departments of Agriculture, Education, Energy and Health and Human Services addressed over 100 federal career employees on how their respective agencies developed a coordinated approach to providing quality program and services to the Latino community. These agencies addressed such issues as program development and implementation, support for HSIs, and effective outreach to the Latino community. Agency personnel who participated reported that the information shared was helpful in determining how their agencies could improve and expand its support for the Latino community.

OUTLOOK

Agencies have demonstrated increased efforts to develop-specific action plans with measurable goals and objectives for FY00 and FY01. The following activities represent the type of coordination and collaboration that enable the federal government to effectively provide for the education and employment needs of Latinos:

- The Departments of Health and Human Services and Housing and Urban Development (HUD) and the White House Initiative on Educational Excellence for Hispanic Americans will work together to provide English and Spanish language materials and educational forums to parents of young children through HUD's Neighborhood Networks and other community-based programs. Parents will receive information on early brain development research, parenting tips, how to access child care subsidies and tax credits, how to choose a child care center, what Head Start has to offer, and other family supports. This effort began in July 2000 and will be piloted

in six locations serving Latino communities across the country.

- The Department of Commerce will sponsor a conference for Minority Serving Institutions to promote minority participation in its grant and other financial assistance programs. Over 190 Minority Serving Institutions of higher learning, including a substantial number of HSIs, will be invited to participate in the conference.

- The Department of Education will *release Helping Hispanic Students Reach High Academic Standards: An Idea Book*, which highlights promising strategies used by schools and communities to help Hispanic students succeed in learning, gaining productive employment, and becoming responsible citizens. The *Idea Book* was as a guide to support schools and communities in designing successful programs that promote high academic achievement among Hispanic students. The Department will send the *Idea Book* to the 100 school districts with the fastest growing Hispanic student populations.

- Secretary of Energy Bill Richardson and leadership of the Society for the Advancement of Chicanos and Native Americans in Science, the Society of Hispanic Professional Engineers, the Society of Mexican American Engineers and Scientists, the Center for the Advancement of Hispanics in Science and Engineering Education, the National Hispanic Environmental Council, and Mathematics, Engineering, Science Achievement USA will sign a memorandum of understanding to work together to prepare Hispanic American students for positions of responsibility in science, engineering, and technical fields. The Department of Energy will work with these organizations to involve their student membership in internship and fellowship opportunities in its laboratories and other facilities.

- In FY01, the Department of Agriculture will establish a scholarship program to increase the number of students entering and graduating from two- and four-year HSIs and encourage students to pursue careers in the U.S. food and agriculture sector. The scholarship will cover educational expenses for students earning degrees ranging from an Associate of Arts through a doctorate. Following graduation, the scholarship recipients must work at USDA for one year for each year of financial assistance received. The program, which will be called the National Hispanic Serving Institutions Scholars Program, will serve up to 30 students during its first year of funding.

- The Environmental Protection Agency will work with educational consortiums such as the Hispanic Association of Colleges and Universities (HACU) and the Educational Consortium for Environmental Protection to develop and launch a new Faculty Development and Student Mentoring program. The program will place Hispanic faculty members, and graduate students in EPA laboratories and facilities to conduct independent research or participate in ongoing projects.

- The Office of Personnel Management (OPM) will award a five-year contract to HACU to provide recruitment and screening services for referrals and interns for developmental assignments under the HACU National Internship Program for the period of January 2000 through December 2005. The contract award is estimated at $1.8 million. This will allow OPM to continue its participation in providing mentoring, training, and internships to Latino students.

x

CONCLUSION AND NEXT STEPS

Every federal agency should give high priority to addressing the education and employment needs of the Latino community. The varying missions and programs of the 26 federal agencies covered by Executive Order 12900 provide each agency with unique opportunities to help the Latino community overcome educational and employment challenges. Federal agencies must coordinate programmatic outreach to the Latino community and determine how to institutionalize outreach for long-term change and inclusion of Latinos in federal programs. Federal agencies must also ensure that career employees who are familiar with the Hispanic community, their needs, and concerns are included in policy and budget development, management, and outcomes evaluation of agency programs.

Agencies should intensify their efforts to measure program effectiveness, to better inform management and resource decisions on how to improve Federal programs serving Hispanic Americans. These efforts require clearly defined performance objectives, linked to the agency performance plans required by the Government Performance and Results Act. All agencies need to institute or improve their processes for collecting accurate and reliable data on program outcomes. In conjunction with their annual budget and planning processes, agencies should review the effectiveness of programs serving Hispanics, with the goal of ensuring that new resources are allocated to activities that show the greatest promise for improving the education and employment of Hispanic Americans.

Improving the condition of Latinos in education requires that all sectors, public, private, and non-profit work together. Federal agencies, community-based organizations, private sector corporations, and elected officials must raise the nation's awareness about the strengths and talents of the Latino community and offer more support to achieve educational excellence. The Annual Performance Report can help Federal agencies identify mechanisms, strategies, and partnerships that can further strengthen programmatic support to the Latino community. The Annual Performance Report can also serve as a guide to federal resources for Latinos as well as a benchmark to help federal agencies hold themselves accountable for ensuring equity in the provision of quality programs and services that meet their specific education and employment needs.

Over the past four years, federal agencies have made progress in supporting the Latino community. However, to maintain progress, federal agencies must continue to challenge themselves and demonstrate their commitment to addressing the education and employment needs of all citizens, including Hispanic Americans.

DEPARTMENT OF AGRICULTURE (USDA)

FY99/00 Annual Performance Report Summary

- **ACTION PLAN ACHIEVEMENTS**

In FY98, USDA committed to continuing and/or expanding existing programs and activities that increase education and employment opportunities for Latinos. USDA also reported that it would undertake an extensive evaluation of its outreach to Latinos.

In FY99, USDA continued its efforts to provide an array of programs and services that enhance educational opportunities for Latinos. USDA efforts reflect a coordinated approach to strengthening its partnerships with local communities, Hispanic Serving Institutions (HSIs), and Latino organizations to provide education and employment opportunities in the food and agricultural science fields.

In FY99, USDA reported the following achievements:

--Increased the number of Hispanic students participating in the E. Kika de La Garza Intern Program by 20 percent;
--Increased in funding to support HSIs by roughly 2 percent;
--Sponsored its first satellite technical assistance conference on USDA grants for HSIs;
--Established its first community college partnership with Miami-Dade Community College as part of its USDA/HACU Liaison Program; and
--Provided $60,000 in support of White House Initiative activities, including the national conference series, *Excelencia en Educación*: The Role of Parents in the Education of Their Children.

- **PROGRAMS AND ACTIVITIES**

The following programs and activities were reported by USDA in FY98 and were continued in FY99.

In 1998, the Secretary of Agriculture established the Hispanic Advisory Council that is comprised of representatives from each of the eight mission areas and supporting USDA staff offices. The Council addresses USDA efforts to provide education, employment, and program delivery and services opportunities for Latinos and proposes recommendations for action to the Secretary of Agriculture. The following recommendations for action were approved in FY99:

--Addressing the under-representation of Latinos employed within USDA;
--Enhancing programmatic efforts for outreach and communications to Latino community;

--Enhancing the partnership through the USDA/HACU Leadership Group to collaborate on department-wide employment issues; and
--Providing funding opportunities for efforts through HSIs

USDA-Hispanic Association of Colleges and Universities (HACU) Leadership Group serves to identify national initiatives and mechanisms to encourage Latinos to enter university degree programs leading to careers as agricultural scientists and professionals. The Group is comprised of HSI presidents and USDA senior officials. Projects identified by the Group:

USDA/HSI Liaison Officers (see support for HSIs)

Kika De la Garza Internship Program (see employment of Hispanics)

USDA/HSI Fellows Program (see employment of Hispanics)

In FY99, USDA provided $20 million in grants to assist farm workers affected by natural disasters. Latino farm workers in Arkansas, California, Florida, New Jersey, Ohio, and Puerto Rico benefited from these funds.

USDA's Risk Management Agency (Spokane, Washington Regional Office) funded a project for direct farmer education that targets the Hispanic population in Yakima Valley and the Heritage College. The goal of the program was to provide education services to over 500 Hispanic growers.

USDA's Forest Service provides $200,000 in support of the Central California Consortium (CCC). The CCC is a partnership between USDA and the Latino community that promotes educational and applied experience in USDA careers.

Several of USDA mission-related agencies support the participation of Latinos in internship and fellowship programs as well as participation in national conferences with an agricultural focus.

- **CONTRIBUTIONS TO HISPANIC SERVING INSTITUTIONS (HSIS)**

Total awards to HSIs for: Research and Development, Program Evaluation, Training, Facilities and Equipment, Fellowships, Recruitment and IPAs, Student and Tuition Assistance, Scholarships, Administrative/Research, Infrastructure

	Awards to Institutions of Higher Education (IHEs)	Awards to IHEs for Hispanic Activities	Awards to HSIs	Awards to HSIs as a % of total awards to IHEs
FY98*	$977,443,000	$317,000	$27,125,000	2.8
FY99	$1,090,882,250	no data reported	$27,664,977	2.5
% change	11.6	--	1.9	

The HSI Education Grants Program operated by the Cooperative State Research, Education, and Extension Service (CSREES) within USDA continues to promote and strengthen the ability of

HSIs to carry out education programs that attract, retain, and graduate students capable of enhancing the nation's food and agricultural scientific and professional work force.

In FY99, a total of 20 different institutions from seven states (including Puerto Rico) submitted 23 proposals totaling $4.89 million for funding consideration through the HSI Grant Program. Twelve grants were awarded. Eleven additional entities including land-grant institutions, two- and four-year colleges, local school districts, state agencies, private organizations, and businesses will be involved in the projects.

CSREES also support HSIs through the following programs: Hatch Act, McIntire-Stennis Cooperative Forestry Program; Animal Health and Disease Program; Special Research Grants; National Research Initiative; and Maternal and Child Nutrition Program.

The USDA/HSI liaison officers continue to serve as a link between USDA, HSIs, private industry, non-profits and community-based organizations to provide information about grant opportunities and careers in agriculture. Four USDA/HSI and community partnerships are located in Texas, New Mexico, California, and Puerto Rico. In FY99, USDA established the first community college partnership with Miami-Dade Community College.

USDA, in collaboration with HACU and the Department of Labor, sponsored the first satellite conference aimed at HSIs and Tribal Colleges and Universities. The close captioned video-conference focused on education grants and internship opportunities. Following the conference, a video-taped copy of the proceeding was sent to HSIs.

- **EMPLOYMENT OF HISPANICS**

	Career Employees	% Hispanic	Non-Career Employees	% Hispanic
FY98	4,212 of 82,724	5.1	889 of 14,045	6.3
FY99	4,026 of 81,456	4.9	790 of 12,185	6.5

The E. Kika De La Garza Internship Program continues to offer professional development opportunities for Latinos students. In FY99, USDA agencies hired 116 students through this program (a 20 percent increase over FY98). Students represented 32 four-year institutions and 17 two-year institutions of higher education.

The USDA/HSI Fellows Program continues to support the professional development and research work of HSI faculty whose areas of study are agricultural sciences. In FY99, USDA supported six fellows.

CSREES's Multicultural Scholars Grants program continues to attract and educate students for careers in agri-science and agri-business. The program seeks to increase the multicultural diversity of the food and agricultural scientific and professional workforce. Since its inception in 1994, 43 of the 206 grant recipients have been Latinos.

The National Agricultural Statistics Service established a Student Educational Employment Program Agreement with the University of Puerto Rico-Mayagüez. The partnership will

identify and recruit students for future full-time employment within NASS as agricultural statisticians, mathematical statisticians or computer specialists. In FY99, NASS recruited two Hispanics as student assistants from this program.

- **FUTURE INVESTMENTS**

USDA will undertake the following activities in FY00 and FY01:

USDA will provide the following support for Latino seasonal farm workers

--Conduct a program session on farm workers at the annual USDA Outlook Conference;
--Organize meetings between USDA, and the Departments of Labor and Health and Human Services to discuss the lack of available housing for farm workers and their families, as well as the non-availability of structured activities for the children of farm workers;
--Participate in the first North American Free Trade Agreement side-agreement conference of "farm workers" held in Los Angeles, California with USDA participation; and
--Host the conference "The Dynamics of Hired Farm Labor" at Pennsylvania State University. Fifty research scholars from the U.S., Australia, Canada, and Mexico will present papers.

Additional outreach opportunities proposed for rural communities and small farmers include:

--Additional grant funding for organizations that will provide intensive training and management assistance to socially disadvantaged farmers and ranchers in order to help these producers operate independently and maintain financial solvency;
--Additional funding for grants to assist economic opportunities through the establishment of Empowerment Zones and Enterprise Communities;
--Grants for farm labor housing;
--$5 million for emergency assistance to migrant farm workers; and, additional funding to develop small farm, export and sustainable agriculture activities that will assist small farmers in increasing their marketing opportunities;
--An additional $1 million is proposed in the FY01 President's budget for identifying ways rural communities and small farmers can remain viable under changing agricultural sector conditions; and
--The development of a *Colonias* Initiative that will promote nutrition assistance, health care, and job training and placement. USDA proposes $5 million of funding from the Food and Nutrition Service and additional funding from Rural Development for loans and grants. This joint federal-state pilot program targets improved nutrition and health in the *Colonias* located near the Mexican border in Texas, New Mexico, Arizona and California.

USDA's Office of Research, Education, and Economics will translate its Sci4Kids web site into Spanish. The web site called "Ciencia Para Niños" will help Spanish-language youth gain a greater understanding of agriculture's importance to their daily life—the food they eat, the clothes they wear, the water they drink. Please visit http://**www.ars.usda.gov/is/espanol/kids** for more information.

Support for HSIs:

For FY00, the Hispanic Serving Institutions Education Grants Program funding will remain at $2.85 million. The Program seeks to increase the capacity at HSIs by furthering the development of new or expanded food, fiber, natural resources, and other agricultural related curricula and increasing the number of HSIs offering course work and degrees in the food and agricultural sciences. For FY00, USDA's budget proposes an increase of $650,000, for a total of $3.5 million, for awards targeted to HSIs.

The five USDA/HSI Liaison positions will remain a priority of the USDA/HACU Leadership Group. These positions will be re-filled during FY00 and a sixth position will be established. The position, based in the Washington, D.C. area, will service the Northeast region.

In FY01, the U.S. Department of Agriculture will establish a scholarship program to increase the number of students entering and graduating from two- and four-year Hispanic Serving Institutions (HSIs) and encourage students to pursue careers in the U.S. food and agriculture sector. The scholarship will cover educational expenses for students earning degrees ranging from an Associate of Arts through a doctorate. Following graduation, the scholarship recipients must work at USDA for one year for each year of financial assistance received. The program, which will be called the National Hispanic Serving Institutions Scholars Program, will serve up to 30 students during its first year of funding.

Employment of Hispanics

USDA will continue participating in the HACU National Internship Program which is formalized at the E. Kika de La Garza Intern Program. USDA plans to increase the number of students above the 116 who worked during the summer of 1999. In FY00, a formal mentoring component will be implemented to further support student success.

In FY00, USDA plans to implement a tracking system to measure participation and retention of students through the E. Kika de la Garza Intern Program as well as to assist in delineating employment trends.

- **POINT OF CONTACT**

Deborah Cavett
Director of Minority Alliances
Cooperative State Research, Education, and Extension Service
Department of Agriculture
(202) 720-3377

DEPARTMENT OF COMMERCE (DoC)

FY99/00 Annual Performance Report Summary

- **ACTION PLAN ACHIEVEMENTS**

In FY98, DoC committed to improving its support to Hispanic Serving Institutions and increasing the number of Hispanic employees at DoC. DoC efforts undertaken in FY99 reflect a more coordinated approach to assessing how best to meet the education and employment needs of Latinos.

In FY99, DoC reported the following achievements:

--Increased support to Hispanic Serving Institutions (HSIs) by 35 percent;
--Hosted the first Minority Serving Institutions Opportunities Conference;
--Developed a Hispanic Employment Plan with specific measurable goals and objectives; and
--Developed an extensive outreach strategy to inform all DoC offices and bureaus about HSIs and other Minority Serving Institutions

- **PROGRAMS AND ACTIVITIES**

The National Ocean Service (NOS) continues to support the following programs:

The Channel Island National Marine Sanctuary Los Marineros Project. The project develops marine science education curriculum targeted to elementary age Spanish speaking children in the Santa Barbara, California School District.

Tijuana National Estuarine Research Reserve (TRNERR) Project provides K-16 environmental education programs for 4,000-5,000 students in the California Bay Union Elementary School District (60 percent Hispanics) and the Sweetwater Union School District (64 percent).

The Jobos Bay National Estuarine Reserve works with unemployed Spanish-speaking former sugar cane workers and fisherman to begin alternative careers in eco-tourism activities related to the Reserve.

Oceanic and Atmospheric Research (OAR) continues to support the Colorado Minority Engineering Association/Mathematics Engineering Science Achievement (MESA) program. The program targets K-12 Hispanic and other minority students and encourages them to take science-related courses. Students are provided mentoring and tutoring services. In FY99, Hispanics represented 30 percent of program participants. OAR also co-sponsored a MESA advisors/teachers retreat. The retreat provides educators updated information on best practices to teach mathematics and science. Fifty percent of the participating teachers were Hispanics.

The Bureau of Export Administration Regional Office in California works closely with the California Hispanic Chamber of Commerce to advise Hispanic businesses on export control policies and regulations. In FY99, 140 Hispanic businesses were served by the Bureau. The Bureau also developed a bilingual guide to export control policies and regulations and distributed them throughout California.

In FY99, the Economic Development Administration (EDA) provided $18.8 million dollars to 13 programs from across the United States that are serving the Latino community. Funding provided support for such activities as education programs, job training, public works, business and economic development, and natural disaster relief.

The U.S. & Foreign Commercial Service's Global Diversity Initiative (GDI) seeks to increase outreach to minority-owned firms, including Hispanic firms, using Commercial Service; prepare minority businesses for the global marketplace, and enhance the nation's economy through increased trade by minority firms. Since this is a new project, data on Hispanic participation is not yet available.

- **CONTRIBUTIONS TO HISPANIC SERVING INSTITUTIONS (HSIs)**

Total awards to HSIs for: Research and Development, Program Evaluation, Training, Facilities and Equipment, Fellowships, Recruitment and IPAs, Student and Tuition Assistance, Scholarships, Administrative/Research, Infrastructure

	Awards to Institutions of Higher Education (IHEs)	Awards to IHEs for Hispanic Activities	Awards to HSIs	Awards to HSIs as a % of total awards to IHEs
FY98	$1,125,110,000	no data reported	$11,400,000	1.01
FY99	$229,209,653	no data reported	$15,471,313	6.75
% change	(80.0)	--	35.0	

DoC sponsored its first Minority Serving Institutions Opportunities Conference on September 23, 1999. Minority Serving Institutions (MSIs), which include HSIs, were invited to DoC headquarters to learn about DoC programs and grant opportunities in the science and technology fields.

DoC agencies such as OAR, National Oceanic Atmospheric Administration (NOAA), and the National Marine Fisheries Services participated in events and activities that inform HSIs about employment and grant opportunities.

NOAA developed a Memorandum of Understanding with the University of Puerto Rico, Mayaguez Campus to strengthen NOAA support for research conducted by the University and for Hispanic students and faculty who are studying and working in the fields of science and technology.

In May 1999, NOAA donated the NOAA Ship Chapman, with an approximate value of $2 million, to the University of Puerto Rico Mayaguez's Department of Marine Science.

EDA provided approximately 30 percent of DoC total awards to HSIs. EDA funds support 7 HSIs for such activities as economic development, disaster relief, and building construction.

The Commercial Service Export Assistance Center in Fresno, California, with Fresno City College presented a series of seminars and education events on international market opportunities and information on how to take advantage of these opportunities.

- **EMPLOYMENT OF HISPANICS**

	Career Employees	% Hispanic	Non-Career Employees	% Hispanic
FY98	1,502 of 52,712	2.8	452 of 12,262	3.7
FY99	731 of 23,597	3.1	533 of 6,852	7.7

Career Employment Opportunities

In FY99, DoC developed a Hispanic Employment Plan that sets forth an aggressive strategy, with measurable goals and objectives to recruit and retain Hispanic employees. The Plan seeks to:

--Promote partnership opportunities with the Hispanic community;
--Increase the representation of Hispanics at DoC comparable to the relevant qualified civilian labor force;
--Promote participation of Hispanic employees in career development programs; and
--Ensure accountability for increase Hispanic representation within DoC employment ranks.

For each of the above objectives, DoC has identified a series of action items to undertake in fulfilling the goals of the Plan. More information about the Plan can be found on the Internet at http://www.doc.gov/ocr.

The National Institute of Standards and Technology (NIST) conducts extensive bilingual mentoring and career counseling for Hispanic employees. In FY99, five Hispanics participated in NIST mentoring programs.

Student Employment Opportunities

DoC continues to support and participate in career fairs and conferences with large number of Latino participants. DoC officials distribute information about employment opportunities.

DoC's Intern Program Memorandum of Agreement helps federal agencies that do not have the resources nor administrative infrastructure to support Hispanic interns. In FY99, DoC entered into agreements with the Internal Revenue Service, the Federal Aviation Administration, and the Department of Treasury's Office of the Comptroller of the Currency.

DoC awarded $212,500 to support the Hispanic Association of Colleges and Universities (HACU) National Internship Program.

The following DoC-sponsored or supported college internship and fellowship programs serve all students including Hispanics:

--Colorado Alliance for Science's Practical Hands on Application to Science Education (students work in OAR laboratories)
--Close-Up Foundation (students learn about government and politics)
--The National Institute of Standards and Technology Material Science and Engineering Laboratory, Student Undergraduate Research Fellowship Program (students are encouraged to enter the science career fields)
--Chemical Science and Technology Laboratory Graduate Fellowship

- **FUTURE INVESTMENTS**

DoC will undertake the following activities in FY00 and FY01:

DoC will continue its ongoing efforts to support HSIs. As part of its efforts, DoC will host the second Minority Serving Institutions Opportunities in Fall 2000. At the conference, MSI officials will learn about the grants management process at DoC bureaus.

DoC will also work to achieve the goals and objectives outlined in its Hispanic Employment Plan.

- **POINT OF CONTACT**

Bradley Veloz, Jr.
Hispanic Employment Program Manager
(202) 482-8189

Jerry Beat, NOAA, Hispanic Employment Program Manager
(202) 713-0500

Phillip Klemmer, PTO Hispanic Employment Program Manager
(703) 305-8292

Al Lew, NIST EEO Officer
(301) 975-2038

Roberta Glencer, Census Office of Human Resources
(301) 457-3371

Linda Kirton, ITA Office of Human Resources Management
(202) 482-3301

Leticia Arias, ITA Long Beach U.S. Export Assistance Center
(562) 9804-550

DEPARTMENT OF DEFENSE (DoD)

(Including Army, Air Force, and Navy)
FY99/00 Annual Performance Report Summary

- **ACTION PLAN ACHIEVEMENTS**

In FY99, DoD continued existing programs and activities that are working to improve the educational outcomes of Latinos. Specifically, DoD strengthened its partnerships with Hispanic Serving Institutions (HSIs) as well as increased its total financial support to HSIs by $27 million (60 percent change over FY98).

- **PROGRAMS AND ACTIVITIES**

The Department of the Army (ARMY)

The Department of the Army has several educational programs aimed at encouraging youth to stay in school and to participate in college programs provided at U.S. military academies.

--Army Junior Reserve Officers' Training Corps (JROTC) (student mentoring program);
--Troops for Teachers (trains military personnel for teaching positions);
--Equal Admissions Opportunity Program (minority recruitment for West Point Military Academy);
--Project Outreach (minority recruitment for West Point Military Academy);
--Faculty Visitation (minority recruitment for West Point Military Academy);
--Summer Minority Admissions Program (community service project for Corp of Cadets);
--Minority Visitation Program (minority recruitment for West Point Military Academy);
--Cadet Calling Program (minority recruitment for West Point Military Academy);
--Rockwell International Endowment (supports minority school educators); and
--Direct Mail Program (minority recruitment for West Point Military Academy

Department of the Army programs and activities with a direct focus on Latinos:

--United States Army Recruiting Command (USAREC) offers a public service program to encourage youth to stay in school. Activities are designed to target all students, including Latinos. Students are provided information about career opportunities with Army and to provided mentoring and tutoring services. The USAREC partners with the League of United Latin American Citizens to carry out its activities.

--In FY99, the Secretary of the Army, with support for USAREC, hosted two Hispanic leadership summits in San Antonio, Texas and Los Angeles, California. The summits are an expansion of the Army's Hispanic Influence Alliance Program, a program that forms partnerships with Hispanic community-based organizations to promote military service opportunities.

--The Army National Guard operates two education programs, Challe "NG"e and STARBASE. The Challe "NG"e program assists high school students between 16 and 18 years of age to develop self-discipline and self-esteem. Since its inception, over 2,000 Hispanics have participated in the program. The STARBASE program is designed to increase the knowledge, skills, and interests of at-risk youth in science, mathematics and technology through aerospace education.

--The Army Reserve Officer Training Corps (ROTC) continues its effort to assure the inclusion of Hispanic students. The following activities were undertaken by Army's ROTC:

- Developed Spanish language brochures and placed advertisements in Hispanic publications.
- Hosted the first annual Hispanic Association of Colleges and Universities (HACU)/ROTC conference.

Department of the Air Force

Kelly Air Force Base awarded 24 scholarships totaling $14,000 to Hispanic students in the San Antonio, Texas area.

Kirtland Air Force Base in New Mexico supports Project Uplift, a program that encourages Hispanic students to purse careers in the math and science fields.

Members of the Hispanic Employment Program at Hill Air Force Base in Utah presented community outreach programs to local schools. The programs included character portrayals of famous Hispanics and encourage Hispanics students to stay in schools.

Department of the Navy

The Naval Air Warfare Center, China Lake Hispanic Employment Program Committee, developed a Hispanic Employee Assistance Scholarship Program. The scholarship program is intended to assist employees pay for after hours studies aimed at improving their current career opportunities.

The Naval Air Warfare Center, Point Mugu, Hispanic Employment Program Committee sponsored an essay contest at local junior and senior high schools. The purpose of the essay contest was to promote cultural and historical awareness of Latinos.

- **CONTRIBUTIONS TO HISPANIC SERVING INSTITUTIONS (HSIs)**

Total awards to HSIs for: Research and Development, Program Evaluation, Training, Facilities and Equipment, Fellowships, Recruitment and IPAs, Student and Tuition Assistance, Scholarships, Administrative/Research, Infrastructure

	Awards to Institutions of Higher Education (IHEs)	Awards to IHEs for Hispanic Activities	Awards to HSIs	Awards to HSIs as a % of total awards to IHEs
FY98*	$1,828,392,680	no data reported	$45,463,185	2.5
FY99				
DoD	$1,904,193,892	no data reported	$72,931,107	3.8
Army	$408,188,755	no data reported	$13,375,905	3.3
Air Force	$920,992,797	no data reported	$24,643,530	2.7
Navy	$456,931,797	no data reported	$26,586,323	5.8
% change (DoD only)	4.2	--	60.0	

*Reflects only DoD support for HSIs

DoD and the Departments of the Army, Air Force, and Navy continue their efforts to support Minority Serving Institutions, including HSIs. Each of these Departments seeks to:

--Increase the number of research centers located at MSIs;
--Increase the number of MSIs participating in research programs;
--Expand the number of opportunities available to MSIs in the areas of training, education, professional, administrative, and management support services; and
--Increase the amount of subcontracting activities directed to MSIs

DoD's Partnership Agreement with The College Fund/United Negro College Fund continues to provide technical assistance on DoD grants and contracts to Minority Serving Institutions, including HSIs. To facilitate its technical assistance efforts, DoD also works with the Hispanic Association of Colleges and Universities (HACU) to provide workshops on procurement processes, proposal writing, and contract management.

- **EMPLOYMENT OF HISPANICS**

	Career Employees	% Hispanic	Non-Career Employees	% Hispanic
FY98	43,890 of 709,075	6.2	no data provided	--
FY99				
DOD	25,270 of 442,018	5.7	no data provided	--
Army	14,610 of 226,848	6.4	no data provided	--
Air Force	7,061 of 91,537	7.7	no data provided	--
Navy	4,795 of 112,694	4.3	no data provided	--
DoD Education Activity	169 of 1,779	9.4	41 of 2,030	2.0

Department of Defense

DoD's issued a set of initiatives to improve employment opportunities for Hispanics in its civilian workforce. The initiatives encompassed 20 action items in four categories: recruitment, development, retention, and the Hispanic Employment Program (HEP). Each DoD component has the responsibility to implement the initiative package, through its regular HEP, down to the base level.

In FY99, Hispanics represented 2.8 percent (2,102 of 75,339) of all participants in the Defense Leadership and Management Program (DLAMP). DLAMP prepares DoD civilian employees to compete for approximately 3,000 leadership positions with DoD.

DoD supported 50 Hispanic students participating in the HACU National Internship Program.

The Department of Defense Education Activity (DoDEA) sponsored recruitment and information booths at national conferences of Hispanic professional organizations and visited HSIs to inform Hispanic students about DoD employment opportunities. DoDEA also advertised employment opportunities in Hispanic publications such as Hispanic Inc. and Diversity.Com.

Department of the Army

Army continued its efforts to recruit Latinos for military and civilian employment. Army's activities included recruitment visits to HSIs, participation in Hispanic conferences, and advertising in Hispanic publications. Army also encouraged its Hispanic civilian employees to apply for DoD career training programs such as DLAMP and the Sustaining Base Leadership and Management Program.

In FY99, 33 of the 309 Army interns were Hispanic. Army also hired 20 interns through the HACU National Internship Program.

Army participated in OPM's employment kiosk program. In FY99, Army sponsored 12 employment kiosks, 2 of which were placed at HSIs.

Department of the Air Force

The Department of the Air Force continued its efforts to recruit Latinos for internships, fellowships, and career employment positions. Their efforts included recruitment visits to HSIs, participation in Hispanic conferences, and advertising in Hispanic publications. In FY99, the Air Force supported Hispanic students in the following sponsored or supported intern programs:

--HACU National Internship Program sponsored seven Hispanic interns;
--Air Force PALACE, Copper Cap, and PALACE Knight intern programs (sponsored 18 Hispanic interns); and
--Air Education and Training Command Intern Program at Randolph and Lackland Air Force bases (63 percent Hispanic, Lackland program; 43 percent, Randolph Program)

Department of the Navy

The Department of the Navy supports the efforts of the Department of Defense to identify opportunities to recruit Latinos. Specifically, the Department of the Navy supports the Memorandum of Understanding between DoD and HACU to hire Hispanic interns; participates in Hispanic conferences to provide employment information, encourages Hispanic participation in DoD career development programs; and participates in mentoring and tutoring programs.

The Department of the Navy's work on the employment of Hispanic is facilitated by the Navy Advisory Council on Hispanic Employment.

- **FUTURE INVESTMENTS**

DoD goals and objectives for FY00 and FY01 are the same goals and objective reported in FY98.

DoD will continue efforts to:

--Collect training data on civilian employees;
--Develop mechanism to collect data on grants and contracts; and
--Strengthen its partnership with the HACU

The Department of the Air Force and Navy did not report goals and objectives to undertake in FY00 and FY01.

The Department of the Army will undertake the following activities in FY00 and FY01:

The Army ROTC program will seek $6.6 million in FY01 and $17.9 million in FY02 to expand ROTC opportunities to Latinos. New activities will include:

--Providing additional scholarships directed at campuses with high Hispanic enrollments;
--Developing advertisements directed at Hispanics;
--Expanding advertisements in Hispanic media;
--Converting its partnership schools to hosts or extensions centers; and
--Open ROTC programs at five schools with high Hispanic enrollments

The Army will develop and implement two education programs to support increased access to higher education. The Army will develop a strategic outreach plan to ensure that Hispanic students are informed of these programs.

General Education Plus (GED +) program will enlist up to 6,000 non-high school graduates who score in the top half of the country on the Armed Forces Qualification Test. The Army will sponsor these applicants to complete an attendance base GED program prior to entering military service.

The College First program will sponsor high school graduate applicants who score in the top half of the country on the Armed Forces Qualification Test to attend up to two years of

post-secondary education at two-year colleges or vocational/technical schools prior to entering active duty. The Army will pay applicants a stipend while attending school and will repay qualifying student loans after the applicant enter active duty.

- **POINT OF CONTACT**

William E. Leftwich, III
Deputy Assistant Secretary for Equal Opportunity
Department of Defense
(703) 695-0105

DEPARTMENT OF EDUCATION (ED)

FY99/00 Annual Performance Report Summary

NOTE TO THE READER

The White House Initiative chose to address the Department of Education's FY99/00 Report submission differently than other agencies' summaries. Given its unique mission to ensure equal access to and promote excellence in education, we have included the Department of Education's submission to the White House Initiative in its entirety in Appendix A. Including the entire report offers the reader an opportunity to evaluate the Department of Education's efforts and hold it accountable in fulfilling its mission.

- ### ACTION PLAN ACHIEVEMENTS

In FY98, the Department of Education (ED) committed to continuing efforts to increase the educational attainment of Latinos. While the ED did not identify specific measurable goals and objectives to be achieved in FY99, ED provided a thorough review on how it has supported Latinos in education over the past several years in its FY99/00 Annual Performance Report. ED's report reflects a closer alignment of the key issues and strategies that will allow the Department to better assess its impact on increasing the education attainment of Latino students. ED's FY99/00 Report also reflects a more concerted effort on its part to work with the White House Initiative and the Office of Management and Budget in relaying its leadership role in providing resources to meet the education needs of all students, including Latinos.

- ### PROGRAMS AND ACTIVITIES

The Department of Education worked to implement the Hispanic Education Action Plan (HEAP) and to redirect investments and program-level changes designed to improve the educational achievement of Latinos. Its implementation strategies include setting program objectives, creating strategies to reach the objectives, and applying performance indicators to measure progress. ED also made steps to institutionalize activities that improve both the extent and quality of Latino participation in federal education programs.

Programs currently covered by HEAP include:

--Title I Grants to Local Educational Agencies
--21st Century Community Learning Centers
--Bilingual Education
--Migrant Education
--High School Equivalency Program
--College Assistance Migrant Program
--GEAR UP
--TRIO
--Adult Education

--Developing Hispanic-Serving Institutions

As ED expands its commitment to better serve the educational needs of Hispanic Americans, it will develop additional programs that have potential for significantly impacting the educational achievement of Hispanics.

- **CONTRIBUTIONS TO HISPANIC SERVING INSTITUTIONS (HSIs)**

Total awards to HSIs for: Research and Development, Program Evaluation, Training, Facilities and Equipment, Fellowships, Recruitment and IPAs, Student and Tuition Assistance, Scholarships, Administrative/Research, Infrastructure

	Awards to Institutions of Higher Education (IHEs)	Awards to IHEs for Hispanic Activities	Awards to HSIs	Awards to HSIs as a % of total awards to IHEs
FY98	$1,180,808,290	no data reported	$110,597,000	9.4
FY99	$1,598,624,644	no data reported	$155,777,000	9.7
% change	35.0	--	41.0	

The Department of Education's Developing HSI Program makes five-year development grants to help support for the following:

--Scientific or laboratory equipment for educational purposes;
--Renovation of instructional facilities;
--Faculty development;
--Management improvements (including purchase of equipment);
--Development and improvement of academic programs;
--Joint use of facilities, academic tutoring, counseling programs, and student support services.

The program also makes a limited number of one-year planning grants.

- **EMPLOYMENT OF HISPANICS**

	Career Employees	% Hispanic	Non-Career Employees	% Hispanic
FY98	152 of 3,630	4.1	11 of 146	7.5
FY99	174 of 4,356	4.0	13 of 146	8.9

- **FUTURE INVESTMENTS**

Under the Hispanic Education Action Plan, ED will continue to increase its investment in programs and activities that expand educational opportunities for Hispanic students. The following tables summarize key investments and the plans for using those investments to improve educational opportunities and outcomes for Hispanic Americans.

Title I	FY00	FY01 Request
	$7.9 billion (+$209m)	$8.4 billion (+$416m)

Objective: Strengthen effectiveness of Title I in helping Hispanic students reach high standards.
Indicator: By 2002, 32 states will report disaggregated achievement data showing an increase in the percentage of students in high-poverty schools—including Hispanic students—meeting the proficient and advanced levels on state reading and math assessments.
Strategies:

- Strengthen enforcement of Title I provisions requiring states to hold Local Education Agencies (LEAs) and schools accountable for academic performance of Hispanic and Limited English Proficient (LEP) students.
- Issue guidance and provide technical assistance on inclusion of Hispanic LEP students in assessment systems and testing of LEP students in their native language.
- State integrated review process will give priority to assessment policies and services to LEP students.
- Disseminate best practices for meeting educational needs of Hispanic and LEP students to LEAs and schools, particularly in areas with rapidly growing Hispanic enrollments.

21st Century Community Learning Centers	FY99	FY00	FY01 Request
	$200 million (+$160m)	$453 million (+$253m)	$1 billion (+$547m)

Objective: Increase participation of LEP students in the FY00 competition to 25-30 percent.
Indicator: The proportion of LEP students served will increase with each competition through FY01.
Strategies:

- Give priority to applicants serving communities at risk of educational failure, particularly those with high drop-out rates and high concentrations of LEP students.
- Work with National Association for Bilingual Education to design and coordinate more than 50 outreach and technical assistance workshops targeted to communities with large Hispanic populations.
- Recruit reviewers with strong understanding of how to meet educational needs of Hispanic youth.

Bilingual Education	FY99	FY00	FY01 Request
	$224 million (+$25m)	$248 million (+$24m)	$296 million (+$48m)

Objective: Help linguistically diverse children learn English and achieve to the same high standards required of all children.
Indicator: LEP students participating in Title VII for at least 3 years will perform comparably to non-LEP students on state assessments.
Strategies:

- Identify and highlight promising practices in coordination with the National Clearinghouse on Bilingual Education and the National Association for Bilingual Education.
- Increase outreach to parents and teachers, including a guide on the inclusion of LEP students in standards-based reform efforts. Solicit Professional Development grant proposals from IHEs and other organizations serving areas with large unmet need for bilingual and ESL instructors, as well as areas experiencing new and rapid growth in LEP populations.

Migrant Education Program (MEP)	FY99	FY00	FY01 Request
	$355 million (+$49m)	$355 million	$380 million (+$25m)

Objective: Improve academic achievement and school completion of migrant children.
Indicator: Increasing percentages of migrant students will meet or exceed the basic or proficient levels on state assessments.
Strategies:

- Ensure inclusion of migrant children in state assessment systems through guidance and technical assistance on meeting Title I requirements.
- Encourage integration of migrant education program funds and services within comprehensive school reforms, including Title I school-wide programs and the Comprehensive School Reform Demonstration program.
- Provide incentives for summer-term and inter-session programs, and for multi-state consortia that will work to ensure education continuity for migrant students.
- Work to improve program coordination, including innovative uses of technology and October 2000 pilot of consolidated database to assist in migrant student record transfer.

High School Equivalency Program (HEP)	FY99	FY00	FY01 Request
	$9 million (+$1.4m)	$15 million (+$6m)	$20 million (+$5m)

Objective: Help migrant and seasonal farmworker students—a majority of whom are Hispanic—obtain a General Education Development (GED) certificate.
Indicator: The percentage of HEP participants—including Hispanics—who complete the program and receive a GED will remain high or increase.
Strategies:

- Expand technical assistance to current and new HEP grantees.

College Assistance Migrant Program (CAMP)	FY99	FY00	FY01 Request
	$4 million (+$1.9m)	$7 million (+$3m)	$10 million (+$3m)

Objective: Help migrant and seasonal farmworkers—a majority of whom are Hispanic—complete their first year of college and continue in postsecondary education.
Indicator: The percentage of CAMP participants who complete the program and continue in postsecondary education will increase.
Strategies:

- Increase technical assistance to improve services to Hispanics, in part through outreach to increase the number of HSIs operating CAMP projects.
- Monitor new projects and provide assistance where needed.

TRIO Programs	FY99	FY00	FY01 Request
	$600 million (+$70m)	$645 million (+$45m)	$725 million (+$80m)

Objective: Improve access to and quality of TRIO programs for Hispanic and LEP students.
Indicator: The proportion of under-served groups—including Hispanic and LEP students—participating in TRIO programs will increase.
Strategies:

- Improve data collection to better track participation and outcomes of Hispanics in TRIO programs.
- Target technical assistance workshops to geographic areas with large numbers of Hispanics.
- Improve dissemination of promising practices for reaching underserved populations, including Hispanics, recent immigrants, LEP students, and individuals with disabilities.
- Develop partnerships with Hispanic advocacy groups to help identify proposal reviewers knowledgeable about Hispanic education issues.

Developing Hispanic-Serving Institutions (HSIs)	FY99	FY00	FY01 Request
	$28 million (+$16m)	$42.2 million (+$14.3m)	$62.5 million (+$20.3m)

Objective: To provide the financial support and technical assistance needed to help HSIs expand their capacity to effectively serve Hispanic and low-income students.
Indicator: The number of HSIs receiving five-year development grants will increase each year.
Strategies:

- Provide technical assistance and outreach to expand the grantee applicant pool and improve the quality of applications, including monthly meetings with the Hispanic Association of Colleges and Universities.

GEAR UP	FY99	FY00	FY01 Request
	$120 million	$200 million	$325 million

Objective: Maximize participation of Hispanic youth in awarded projects.
Indicator: The number of awards to HSIs or partnerships involving HSIs will increase each year through FY01.
Strategies:

- Track and evaluate participation of Hispanic and LEP students in funded projects.
- Expand outreach to Hispanic communities and HSIs through targeted mailings and workshops, such as the February 2000 workshop in Edinburgh, Texas coordinated with the National Council for Community Education and Partnerships.
- Partner with Hispanic advocacy groups and community-based organizations to identify grant proposal reviewers knowledgeable about Hispanic communities and education issues.

Adult Education	FY99	FY00	FY01 Request
	$385 million (+$24m)	$470 million	$556 million

Objective: Help LEP adults, including Hispanics, become literate in English and develop the knowledge and skills necessary to succeed in the global economy and exercise the rights and responsibilities of citizenship.
Indicator: In 2000-01, 40 percent of adults in beginning English for Speakers of Other Languages programs will complete and achieve basic literacy.
Strategies:

- Increase access to high-quality adult education programs by disseminating best practices from current study of promising English-as-a-second-language programs.
- Supporting innovation in adult education through a new demonstration focused on teaching literacy in the context of citizenship education.

- **POINT OF CONTACT**

  John McGrath
  Office of Intergovernmental and Interagency Affairs
  Department of Education
  (202) 401-1309

DEPARTMENT OF ENERGY (DoE)

FY99/00 Annual Performance Report Summary

- **ACTION PLAN ACHIEVEMENTS**

In FY98, DoE reported that it would continue and/or expand efforts to achieve the education and employment goals and objectives outlined in its Hispanic Outreach Initiative (HOI). The HOI is a coordinated approach to strengthening its partnerships with local communities, Hispanic Serving Institutions (HSIs), and Latino organizations to provide education and employment opportunities in the science and technology fields.

In FY99, DoE reported the following achievements:

--Developed the Institute of Bio Technology Environmental Science and Computing for Community Colleges; and
--Developed a department-wide employment plan that seeks to recruit Latinos for DoE through student internships and fellowships as well as career employment opportunities.

- **PROGRAMS AND ACTIVITIES**

DoE developed the Institute of Bio Technology, Environmental Science and Computing for Community Colleges (**http://www.orau.gov/doeccp**). The program, sponsored by DoE and the American Association of Community Colleges, is designed to provide educational training and research experience at five DoE national laboratories for highly motivated and traditionally underrepresented students in science, mathematics, and other technical fields. Each DoE laboratory offers an eight-week summer institute for students who are mentored by world-renowned scientists. The institute covers transportation, housing, and a weekly stipend. The laboratory internship is a critical step to retaining students committed to earning a baccalaureate, master, and/or doctoral degree. Students are provided access to state of the art technology and equipment.

This program allows DoE to reach out to students who would not normally be given an opportunity to work in our premier national laboratories and motivate them to pursue careers in science, engineering, and technical fields.

The following additional incentives will be offered for the first time to interns who mentor other students upon their return to their respective academic institutions: (1) reimbursements for purchase of science, mathematics, or engineering textbooks, (2) membership in and travel to the annual meeting of the American Association for the Advancement of Science, (3) presentation of research projects at professional society regional meetings, and (4) participation in colloquia with DoE officials regarding program results and benefits.

The first summer institute was conducted in 1999 and included the participation of 107 individuals from 48 community colleges located in 18 states. Twenty-five percent or 26 out of the 107 participants were Hispanic Americans.

DoE's *Idaho Hispanic Youth Symposium* is an annual event designed to encourage Hispanic teens to seek brighter futures for themselves and their families by staying in school. Using a bilingual format, the Symposium has three primary goals: mentoring, dropout prevention, and dual language and cultural understanding. The Symposium brings together Hispanic high school students from throughout Idaho to listen to motivational speakers and to participate in interactive workshops to enhance self-esteem, leadership and problem-solving skills, as well as science and engineering career awareness. The students compete in speech, talent, athletics and interactive skill contests for awards and scholarships.

The Symposium grew out of a 1988 brainstorming session centered on ways to curb the alarming 60+ percent high school dropout rate for Hispanic teens in Idaho. In 1990, about 100 students attended and a single $1000 scholarship was awarded. Since that time, nearly 2800 students from throughout Idaho have attended. Each April over 300 students come together in Sun Valley where scholarships and prizes valued at over $900,000 are awarded.

DoE's *Fossil Energy Hispanic Internship Program* was initiated in FY98 with four interns in the Office of Natural Gas and Petroleum Technology, as well as in the Office of the Strategic Petroleum Reserve. The program represents a partnership between DoE's Office of Human Resources and Administration and institutions of higher learning that serve Hispanic students. In FY99, the program included a programmatic and financial partnership with private sector entities to support the interns.

Candidates from colleges and universities throughout the U.S. with a minimum grade point average of 3.5 are eligible for the program. Students in program perform technical assignments and report on their assignment at the end of their term.

DoE *Environmental Management Hispanic Scholarship Program* seeks to increase its pool of qualified Hispanics in mathematics, science and technology, and assists them in continuing their pursuits in science and technology careers. On April 15, 1996, DoE awarded a $220,000 grant to the Hispanic Scholarship Fund (HSF) to implement the scholarship program. Over the last four years DoE has provided $880,000 of support to 154 community college students and 154 four-year college students.

DoE's *Energy Research Undergraduate Laboratory Research Fellowships* focus on providing educational training and research experiences at DoE laboratories for highly motivated undergraduate students and DoE's future scientific and technological workforce. The program is designed to complement academic programs and introduce students to the unique technical resources available by having students work side-by-side with world-class scientists. Fellowships are available during the spring, summer, and fall terms, and cover transportation costs, housing, and a stipend. This fellowship program has expanded outreach to women and minorities, particularly young Hispanic scientists and engineers.

- **CONTRIBUTIONS TO HISPANIC SERVING INSTITUTIONS (HSIs)**

Total awards to HSIs for: Research and Development, Program Evaluation, Training, Facilities and Equipment, Fellowships, Recruitment and IPAs, Student and Tuition Assistance, Scholarships, Administrative/Research, Infrastructure

	Awards to Institutions of Higher Education (IHEs)	Awards to IHEs for Hispanic Activities	Awards to HSIs	Awards to HSIs as a % of total awards to IHEs
FY98	$700,000,000	$45,000,000	$38,000,000	5.4
FY99	$714,009,770	none reported	$38,956,849	5.46
% change	2.0	--	2.5	

- **EMPLOYMENT OF HISPANICS**

	Career Employees	% Hispanic	Non-Career Employees	% Hispanic
FY98	798 of 14,619	5.4	12 of 106	11.3
FY99	772 of 12,910	6.0	48 of 676	7.1

DoE developed a comprehensive plan to address Hispanic underrepresentation in its employment ranks (www.hr.doe.gov/pers/hep). The plan, which is driven by DoE's department-wide diversity efforts, seeks to accomplish the following:

--Improve the representation of Hispanics in senior and mid-level employment positions;
--Increase the representation of Hispanic students in DoE's student employment program; and
--Promote accountability and results with respect to implementing the Plan.

The Plan has been instrumental in increasing Hispanic recruitment for DoE's Technical Leadership Development Program (www.ma.doe.gov/pers/tldp) and as a conduit for establishing the Corporate Recruitment Team. The Team was formed by the Office of Human Resources Management in order to increase the recruitment of scientists, engineers, technicians and other professionals from the Hispanic community and other underrepresented groups.

DoE established a Memorandum of Understanding (MOU) with the International Union of Operating Engineers. The goal of the MOU is to expand outreach and training opportunities that will result in greater number of Hispanics, particularly community college graduates, in operating engineering positions. The MOU will result in the training and certification of Hispanics at DoE sites.

- **FUTURE INVESTMENTS**

DoE will undertake the following activities in FY00 and FY01:

DoE will continue and/or expand many of its existing programs that are assisting the Latino community. New commitments include:

--Secretary Bill Richardson and the leadership of Society for the Advancement of Chicanos and Native Americans in Science, the Society of Hispanic Professional Engineers, the Society of Mexican American Engineers and Scientists, the Center for the Advancement of Hispanics in Science and Engineering Education, the National Hispanic Environmental Council, and Mathematics, Engineering, Science Achievement USA will sign a memorandum of understanding (MOU) to work together to prepare Hispanic American students for positions of responsibility in science, engineering, and technical fields. DoE will work with these organizations to involve their student membership in internship and fellowship opportunities in DoE laboratories and other facilities.

--The Office of Science will work with various external organizations to develop opportunities for Hispanic students studying at the graduate level to gain research opportunities at DoE national laboratories and facilities.

--In FY00, DoE's Energy Research Undergraduate Laboratory Fellowships for Pre-Service Teachers will provide educational training and research experiences at DoE laboratories to future pre-college science, mathematics and technology teachers. The program will be implemented as part of the National Science Foundation's Collaboratives for Excellence in Teacher Preparation that supports new and effective models for pre-service teacher education. Various HSIs, such as the following, will be eligible to receive support through the DoE-NSF collaborative effort - the University of Texas at El Paso, the University of New Mexico, City College of New York, and the University of Puerto Rico. Other institutions such as the California State University-San Francisco, California State University-San Jose, Arizona State University and Colorado State University are not HSI's but may have the opportunity to participate in this DoE-NSF effort to strengthen institutions with sizable numbers of Hispanic students.

--DoE's Office of Economic Impact and Diversity will coordinate the Department's first national small business conference in Denver, Colorado. This conference will provide Hispanic business owners with the opportunity to learn about DoE program areas, procurement needs and forecasts, and other opportunities available through research and development programs.

- **POINT OF CONTACT**

James B. Lewis
Office of Economic Impact and Diversity
Department of Energy
(202) 586-8363

DEPARTMENT OF HEALTH AND HUMAN SERVICES (HHS)

FY99/00 Annual Performance Report Summary

- **ACTION PLAN ACHIEVEMENTS**

The Department of Health and Human Services continues its efforts to address the education and health care needs of the Latino community. Through its Hispanic Agenda for Action, HHS has developed a coordinated approach to develop and implement effective health related programs and services. The Hispanic Agenda for Action seeks to improve service delivery to Hispanic Americans by addressing issues related to health status and access to health care services, data and research, educational support, customer service, and employment for Hispanics within HHS.

In FY99, HHS reported the following achievements:

--Increased support to Hispanic Serving Institutions (HSIs) by 20 percent or $20.3 million over FY98;
--Conducted a dialogue on Hispanic Fathers and Family Literacy with national and community-based Hispanic/Latino agencies and programs. The purpose of this meeting was to engage Hispanics in the development of strategies for strengthening the role of Hispanic fathers in child and family literacy and educational achievement; and
--HHS' deputy secretary and senior officials participated in site visits to HSIs to observe these institutions firsthand and to interact with school presidents, administrators, faculty, and students to better understand their capabilities and needs.

- **PROGRAMS AND ACTIVITIES (SELECTED*)**

*The following programs and activities represent only a small sample of HHS agencies' efforts to address the education and health care needs of Latinos. In FY99, HHS agencies provided numerous examples of how their efforts are having an impact on the Latino community.

Administration for Children and Families (ACF)

The Administration for Children, Youth, and Families' Head Start Bureau continues its efforts to provide Latinos quality early childhood programs and services. Since FY92, enrollment of Hispanics in Head Start (does not reflect enrollment in Puerto Rico) has increased by 62 percent. Hispanic children now represent 23 percent of total children enrolled in Head Start programs. In FY99, the Head Start Bureau accomplished the following:

--Added language to its competitive expansion announcement that encourages grantees to focus on underserved populations such as Latinos;
--Made available up to $5 million to increase enrollment by up to 1,000 children for migrant and seasonal farmworkers, most of whom are Hispanic;

--Implemented a plan to institutionalize a process of outreach and community needs assessment that addresses that needs of underserved populations, such as Hispanics, in connection with grant terminations or relinquishments; and
--Completed a study of the characteristics of families served by Head Start migrant programs

ACF's Child Care Bureau held a National Leadership Forum on Child Care Issues of the Hispanic community to focus on the critical needs for high-quality, affordable child care in the Hispanic Community and to develop strategies to meet these needs

ACF's Children's Bureau also held meetings with the National Council of Latino Executives to address the following issues and concerns:

--Solicitation of a list of potential Hispanic discretionary grant reviewers;
--Briefing on data collection regarding Hispanic children; and
--Inclusion of Hispanic organizations on the Bureau's mailing list to allow timely receipt of information relevant to child welfare activities.

The National Clearinghouse on Families and Youth (NCFY) translated into Spanish a variety of publications that address adolescent issues. Publications include:

--*Supporting Your Adolescent: Tips for Parents*
--*Como Apoyar a un Hijo Adolescente—A book-on-tape for Spanish-speaking parents who are unable to read or do not have the time to read*
--*Supporting Youth and Families in Your Community: How You Can Help*
--*Supporting Youth and Families in Your Community: Student Volunteer Information*

ACF's Office of Child Support Enforcement (OCSE) continued to utilize "An OCSE Guide for Hispanic/Latino Customer Service" as part of its three multi-year customer service objectives. Objectives include:

--Informing OCSE policy makers about Latino customers;
--Supporting effective OCSE-services information dissemination to Latino families; and
--Partnering with Latino national and community-based organization.

The Office of Community Services (OCS) increased the capacity of Latino organizations to provide educational opportunities for low-income youth through increased funding to the National Youth Sports Program. OCS contributed $553,519 to Hispanic Serving Institutions (HSIs) for this program.

The ACF Northeast Hub/New York Regional Office convened "Dialogue on Adoption and Safe Families and the Latino Community" for community-based agencies. The forum provided information about the Adoption and Safe Families Act, presented concerns of the Latino community, and through small group dialogue sessions, identified ways to better serve Latino children and families.

ACF's Region VIII partnered with a local nonprofit provider of developmental disabilities services to translate appropriate materials from English into Spanish to support outreach to Hispanic families with children that attend Denver Public Schools.

The Agency for Healthcare Research and Quality (AHRQ)

AHRQ resources have been allocated to expand health services research on Latinos and to build the capacity for Hispanic institutions and researchers to undertake health services research projects in their own communities. In FY99, AHRQ provided $700,344 to support research and activities that address the health care needs of Latinos.

The Centers for Disease Control (CDC)

The Centers for Disease Control continues its efforts to address health-related issues that have significant impact on the health, welfare, and quality of life of the Latino community. Their programmatic activities and grants have addressed such health issues as tobacco use, cancer, infant mortality, and diabetes. In FY99, CDC awarded $27 million to nonacademic institutions and other organizations for education/health-related activities targeted to the Latino community.

In FY99, CDC made 32 cooperative agreement awards in support of Reach 2010 Demonstration Project. Reach 2010 encourages communities to mobilize and organize their resources in support of effective programs that will eliminate health disparities of minorities, including Latinos. Of the 32 cooperative agreements, 15 will focus their activities on the Hispanic community and will address the following issues: Infant mortality; deficits in breasts and cervical cancer screening and management, cardiovascular diseases, diabetes, HIV/AIDS and deficits in child and/or adult immunizations.

The Health Care Financing Administration (HCFA)

The Health Care Financing Administration's Hispanic Grants Program continues to support and encourage Hispanic researchers to work individually and collaboratively in health services research activities that address a wide range of health care issues. In FY99, four new projects received research grants for a total of $455,000.

Health Resources and Services Administration (HRSA)

The Health Resources and Services Administration's Hispanic Centers of Excellencek (COEs) Program assisted health profession schools in supporting programs of excellence in health education for minority individuals in allopathic medicine, osteopathic medicine, dentistry, and pharmacy. Specifically, the program seeks to strengthen the national capacity to train minority students in health professions. Funds were awarded to COEs for student performance, student recruitment, faculty recruitment, training and retention, information resources and curricula with respect to minority health issues, and faculty and student research on health issues affecting minority groups.

The National Institutes of Health (NIH)

In FY99, the 25 Institutes comprising the National Institutes of Health undertook numerous activities in support of conducting and supporting research that will lead to better health for Latinos. NIH's activities addressed such health issues as the disproportionate number of Latinos suffering from eye diseases and the effects of pesticide exposure on migrant farmworkers. NIH also developed several new partnerships with such organizations as the Hispanic Association of Colleges and Universities (HACU) and the Society for the Advancement of Chicanos and Native Americans to address science education and to provide opportunities for Latinos students to gain research experience in the health sciences field.

NIH hosted a two-day meeting of the National Medical Association's Research Network. The meeting provided an opportunity for a delegation of 20 Hispanic medical faculty and nonphysician researchers to learn about NIH research programs and research opportunities available to members of the association.

NIH's National Institute of Child Health and Human Development, in conjunction with the U.S. Department of Education's Office of Educational Research and Improvement, launched a research initiative entitled "Development of English Literacy in Spanish-Speaking Children." The goal of the initiative is to stimulate research that will increase the understanding of the cognitive and sociocultural factors that promote or impede English reading and writing abilities for Spanish-speaking children.

NIH's National Eye Institute produced an illustrated Spanish-language booklet, *Ojo con su Visión* (Watch Out for Your Vision) to educate Hispanic with diabetes about the importance of having a dilated eye exam annually to prevent vision loss that results from this condition. Over 300,000 of these booklets were distributed in FY99.

NIH's National Cancer Institute's National Hispanic Leadership Initiative on Cancer seeks to expand the nation's knowledge about the current health status of Hispanics and to provide mechanisms to test and evaluate strategies to reduce the risk, incidence, morbidity, and mortality of cancer about Hispanic American.

NIH's National Institute on Alcohol Abuse and Alcholism developed several Spanish-language publication such as *Alcoholismo: aprenda la realidad, Como disminuir su hábito de ingerir alcohol,* and *La bedida y su embarzo.* The publications address issues related to the medical and social consequences of alcoholism.

The Office of Public Health

The Office of Public Health and Science's Inter-University Program for Latino Research implemented a national HIV/AIDS health education campaign. The campaign was composed of a wide range of communication pieces that inform and educate the Latino community about HIV/AIDS infection and prevention. Four major components of the project included the production of visual media in collaboration with local artists; a radio series providing general

information on the state of the AIDS epidemic in the Latino community; briefing and public presentations to engage scholars, Latino media, community-based organizations, and the public.

The Office for Civil Rights (OCR)

OCR entered into a partnership in education agreement with Bell Multicultural High School, located in Washington, D.C. OCR has initiated and participated in a variety of activities that support increasing the educational attainment of Latinos. Bell Multicultural High School has an international student population, with an Hispanic student enrollment of 50 percent.

OCR's Deputy Director served as mentor to two Hispanic college-bound students from Georgetown University's Greater Los Angeles High School Advancement Project for five weeks during the summer of 1999. The students received meaningful exposure to and experience in OCR's programs, while OCR benefited from the student's work products.

Substance Abuse and Mental Health Services Administration (SAMHSA)

The Substance Abuse and Mental Health Services Administration launched a "Hablemos en Confianza." This initiative focuses on improving the delivery of substance abuse prevention to Latino children. This campaign incorporated culturally relevant best practices materials, process for providing technical assistance to consumers, organizations, and communities, the use of new knowledge to facilitate communication among Hispanic parents, their children, and their care. The campaign was carried out in five major Hispanic markets: Miami, Houston, Los Angeles, Chicago, and New York.

SAMHSA provided funding for the White House Initiative national conference series *Excelencia en Educación*: The Role of Parents in the Education of Their Children. The conferences advanced a national dialogue on the essential role Latino parents play in the education of their children.

- **CONTRIBUTIONS TO HISPANIC SERVING INSTITUTIONS (HSIs)**

Total awards to HSIs for: Research and Development, Program Evaluation, Training, Facilities and Equipment, Fellowships, Recruitment and IPAs, Student and Tuition Assistance, Scholarships, Administrative/Research, Infrastructure

	Awards to Institutions of Higher Education (IHEs)	Awards to IHEs for Hispanic Activities	Awards to HSIs	Awards to HSIs as a % of total awards to IHEs
FY98	$8,946,415,590	no data reported	$101,127,072	1.1
FY99	$10,548,600,056	$514,326,058	$121,501,225	1.2
% change	17.9	--	20.0	

Under the Hispanic Agenda for Action, HHS supports a network of HSIs from secondary schools to colleges and health profession schools. This network provides a continuum of educational mobility and interaction resulting in an increased admission of Hispanic students in

diverse health and human services professional schools. As a result of increased focus on how best to support HSIs, HHS was able to increase its financial support to HSIs by $20 million over FY98.

In addition to the $121 million that supported HSIs in FY99, HHS also provided $711 million to support Hispanic Serving Health Professional Schools (HSHPS). HSHPSs help provide Latino students opportunities to attain a quality education in the health profession fields.

HHS supported HACU's Faculty Fellows Program to increase the capacity of selected full-time faculty and/or research associates at HSIs. This program provides opportunities for faculty and researchers to more effectively participate in federal, state, and private-sector health-related research.

HRSA's Health Careers Opportunity Program facilitated the provision of preliminary education, entry, and retention activities for minority students. Funds were awarded to eight HSIs to provide these services to Latino students.

SAMSHA's Office of Minority Health conducted a two-day grant technical assistance workshop for Minority Serving Institutions, including HSIs. HSIs represented 25 percent (nine schools) of the total participants. The session provided HSIs technical information necessary to develop quality and competitive grant applications.

Under SAMHSA's Parenting Adolescents and Strengthening Families grant programs, SAMHSA supported four HSIs to contribute to the building of the knowledge base about the effects of welfare reform on parenting Latino teens.

- **EMPLOYMENT OF HISPANICS**

	Career Employees	% Hispanic	Non-Career Employees	% Hispanic
FY98	1,499 of 51,642	2.9	92 of 3,144	2.9
FY99	1,649 of 53,006	3.1	132 of 3,853	3.4

As part of HHS' Hispanic Agenda for Action, each HHS agency is required to identify strategies that will address the underrepresentation of Latinos in HHS' employment ranks. HHS agencies have participated in numerous meetings and conferences to inform Latinos about the employment and research opportunities available within HHS. Agency efforts focused on developing Memorandam of Understanding with such organizations as HACU and Society of Chicano and Native American Students and utilizing mailing lists of Hispanic organizations to recruit qualified Latinos.

- **FUTURE INVESTMENTS**

In FY00 and FY01, HHS will continue ongoing efforts to implement and institutionalize its Hispanic Agenda for Action into the organizational culture of the Department. HHS department-wide goals and objectives include:

--Outreach and communication strategies to increase the participation of Hispanics in HHS program and services;
--Employment, training, and retention program for Hispanic employees;
--A tracking system to monitor the number of HACU interns who are hired by HHS;
--A partnership with a local high school that has a large Hispanic student population;
--Partnerships with HSIs to build their capacity to compete for HHS grants and contracts;
--Program and services which focus on increasing the representation of Hispanics in the health and human services professions;
--Program and services which target Hispanics along the U.S./Mexico border;
--Requirements to have HHS program and services be provided in a culturally and linguistically appropriate manner; and
--Research and evaluation studies that address health disparities of Hispanics

- **POINT OF CONTACT**

Guadalupe Pacheco
Special Assistant to the Director of Minority Health
Office of Minority Health
Department of Health and Human Services
(301) 443-5084

DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT (HUD)

FY99/00 Annual Performance Report Summary

- **ACTION PLAN ACHIEVEMENTS**

In FY98, HUD committed to continuing and/or expanding existing programs and activities that support the education and housing needs of the Latino community. Specifically, HUD identified several objectives that would support housing research and strengthen partnerships with Hispanic Serving Institutions (HSIs) and community based organizations.

In FY99, HUD reported the following achievements:

--Awarded $5.6 million to 14 HSIs for two-year grants that address community development needs, with activities done in partnership with local governments and neighborhood residents. HUD coordinated an extensive outreach campaign for this initiative and announced grant recipients in September 1999;
--Initiated a nationwide study of discrimination in housing rentals and sales, looking specifically at communities with significant Hispanic populations; and
--Invested over $1.1 million in over 250 Hispanic publications nationwide to promote housing ownership opportunities as well as other issues relating to housing and economic development.

- **PROGRAMS AND ACTIVITIES**

The Campus of Learners is an initiative designed to provide public housing residents with an opportunity to live in a college-like setting that is focused on learning. The initiative is part of a larger effort to transform public housing and stimulate welfare reform.

The Community Builders Fellows Program enables HUD to reach out to communities and coordinate the provision of resources in a new way. Community Builders are meeting with local governments and community organizations to help them better access HUD products and services. They improve customer service by serving as HUD's "front door" and single access point to the its programs and services, acting as creative planning facilitators for local communities.

In FY99, 11 percent of the total number of new Community Builders hired were Latinos. Examples of work undertaken by Community Builders include: Producing an educational television program that airs on "Diálogo en el Bronx," a live Hispanic call-in show in New York City; creating a home buying fair to reach the Latino community in Oregon, and establishing a Fair Housing Forum to address Hispanic housing discrimination problems in Southern Indiana.

HUD Next Door Centers are information service centers located in downtown business districts where people can walk in to get information about programs and activities. A 24-hour touch screen computer in sidewalk information kiosks provides families with information in both English and Spanish.

The Joint Community Development Program (JCD) is a one-time funded program that provided three- to five-year grants of up to $2.5 million to five universities that formed partnerships with their communities and local governments to address local community revitalization needs. Three university-community partnerships are located in largely Latino communities (Chicago, Illinois; Oakland, California; and Worcester, Massachusetts). The partnerships support neighborhood revitalization through education and business support.

HUD and its Mexican counterpart SEDESOL continue to work on housing and urban development issues of mutual interest. Focus areas: Urban planning and development in the border region; metropolitan planning and administration; housing financing systems; and housing market statistics. In FY99, programs includes a series of actions to help Hispanic communities on both sides of the U.S.-Mexico border to work together on common problems and to learn from each other.

The following HUD offices operate numerous programs that support the housing and economic development needs of the Latino community:

--Office of Community Planning and Development (Largest grant programs: Community Development Block Program and the Rural Housing and Economic Development Program);
--Office of Public and Indian Housing (Largest programs: Section 8 rental voucher program and the HOPE VI); and
--Office of Fair Housing and Equal Opportunity (Largest programs: Fair Housing Initiatives Program and the Fair Housing Assistance Program)

Research

HUD and the National Hispanic Housing Council (NHHC) continue their study of Hispanic participation in federally funded housing programs. This 18-month, $310,000 study examines several HUD programs in-depth, monitors programs in six high profile metropolitan areas, analyzes key housing and demographic information, and studies the role of non-governmental housing agencies.

As part of President Clinton's One America initiative, HUD initiated a nationwide study of discrimination in housing rentals and sales. The multi-million dollar study is investigating discrimination in as many as 60 communities and expects to provide statistically valid national estimates of discrimination against Hispanic households. In addition, in-depth studies in communities with significant Hispanic populations are investigating specific local market practices such as steering to particular neighborhoods or differential treatment of low-income Latinos relative to their higher-income counterparts.

Outreach

HUD staff continues to participate in both national and local Latino conferences to educate and promote increased home ownership among Hispanic American communities.

HUD continues to ensure that new publications containing fair housing information are translated into Spanish and are available on the HUD's Website (**http://www.hud.gov**) and through HUD's Toll-Free Bilingual Housing Discrimination Hotline.

In FY99, HUD invested over $1.1 million in over 250 Hispanic publications nationwide to promote housing ownership opportunities as well as other issues relating to housing and economic development.

In FY99, HUD supported the White House initiative conference *Excelencia en Educación*: The Role of Parents in the Education of Their Children by providing financial assistance.

- **CONTRIBUTIONS TO HISPANIC SERVING INSTITUTIONS (HSIs)**

Total awards to HSIs for: Research and Development, Program Evaluation, Training, Facilities and Equipment, Fellowships, Recruitment and IPAs, Student and Tuition Assistance, Scholarships, Administrative/Research, Infrastructure

	Awards to Institutions of Higher Education (IHEs)	Awards to IHEs for Hispanic Activities	Awards to HSIs	Awards to HSIs as a % of total awards to IHEs
FY98	$12,000,000	$2,300,000	$3,800,000	32.0
FY99	$24,662,622	no data provided	$6,693,356	--
% change	105.0	--	47.0	

A new program for FY99 is the Hispanic Serving Institutions Assisting Communities. Under this initiative, 14 HSIs received $5.6 million from HUD for two-year grants that address community development needs, with activities done in partnership with local governments and neighborhood residents. HUD coordinated an extensive outreach campaign for this initiative and announced grant recipients in September 1999.

Grantees included: Pima County Community College, Gavilan College, Santa Ana College, Adams State College, Barry University, Florida International University, Northern Essex Community College, Passaic County Community College, New Mexico State University, Western New Mexico University, Bronx Community College, University of Puerto Rico, St. Philip's College, and University of Texas-Pan American.

In FY99, HUD's Office of University Partnerships expanded its outreach HSIs. Their outreach activities included participating in the Hispanic Association of Colleges and Universities (HACU) National Conference; the HACU conference in Santa Monica, California, on Welfare-to-Work programs and higher education; and the first conference on university-community partnership for the City University of New York campuses.

- **EMPLOYMENT OF HISPANICS**

	Career Employees	% Hispanic	Non-Career Employees	% Hispanic
FY98	611 of 9,355	6.5	39 of 539	7.2
FY99	639 of 9,369	6.8	74 of 739	10.0

- **FUTURE INVESTMENTS**

HUD will continue ongoing efforts to provide education, employment and housing opportunities to the Latino community. HUD will work to develop new and innovative programs to raise awareness in the Latino community about housing programs and provide technical assistance on how to apply for various HUD education and housing programs.

In FY00, HUD's Office of Fair Housing and Equal Opportunity will announce a new and aggressive bilingual education/outreach campaign that includes the roll-out of nationwide public service announcements featuring actor Edward Olmos that focus solely upon housing discrimination, and the production of new ESL (English as a Second Language) classroom materials designed to educate recent immigrants about their fair housing rights.

- **POINT OF CONTACT**

Ricardo Perez
Special Assistant to the Deputy Secretary
Office of the Deputy Secretary
Department of Housing and Urban Development
(202) 708-2063

Ana Marie Argilagos
Special Assistant to the Deputy Secretary
Office of Administration
Department of Housing and Urban Development
(202) 708-3086 ext. 5718

DEPARTMENT OF THE INTERIOR (DoI)

FY99/00 Annual Performance Report Summary

- **ACTION PLAN ACHIEVEMENTS**

In FY98, DoI committed to continue and/or expand existing programs and activities that increase education and employment opportunities for Latinos. DoI commitments for FY99 and FY00 included implementing the America's Largest Classroom Initiative, a comprehensive approach to coordinating DoI's education and employment outreach to the Latino community.

In FY99, DoI reported the following achievements:

--Increased financial support to Hispanic Serving Institutions (HSIs) by 10 percent over FY98;
--Developed the C²OOL (Education's Conservation and Cultural Opportunity Outreach Locator);
--Implemented the DOI/Hispanic Association of Colleges and Universities (HACU) Memorandum of Understanding; and
--Entered into partnerships with two HSIs, Oxnard Community College and New Mexico State University to support education and student employment programs and services.

- **PROGRAMS AND ACTIVITIES**

DoI's Office of Educational Partnerships (PED) and Minerals Management Service (MMS) donated surplus supplies to elementary schools in the Washington, D.C. area to enhance curriculum development and delivery of services to Hispanic students. PED and MMS offices also participated in mentoring and tutoring programs.

The Bureau of Reclamation (BOR) awarded funds to the Colorado and New Mexico Math, Engineering and Science Achievement Program (MESA). The MESA program provides mentoring services to Hispanics and other minority students.

The U.S. Fish and Wildlife Service's Artic-Nesting Shorebird Curriculum Guide was translated into Spanish.

The National Park Service continues it Parks as Classroom K-12 curriculum-based programs. The Parks as Classroom program encourages parks or groups of parks to work with local school districts to integrate park themes into multi-disciplinary curricula.

The following Parks as Classroom programs that focus on Latinos include:

--Chamizal National Memorial in conjunction with Carlsbad Caverns National Park, Big Bend National Park, Ft. Davis National Historic Site, and Amistad National Recreation Park, offer teacher workshops based on Texas curriculum units on "border" studies;

--The San Antonio Mission offers grades 4-6 programs that highlight Hispanic culture and history;
--The Amistad National Recreation Park developed education materials focusing on ecology and archeology; and
--The Guadalupe Mountains National Park developed education materials focusing on history and geology; materials are in English and Spanish.

In FY99, DoI supported and contributed to resources to the following conferences:

--*Excelencia en Educación*: The Role of Parents in the Education of Their Children;
--National Hispanic Sustainable Energy and Environmental Conference;
--Hispanic Employment Program's 16th Annual Training Seminar;
--Hispanic Association of Colleges and Universities (HACU) International Conference on Natural Resources and Cultural Heritage;
--HACU's 13th Annual Conference; and
--Society for Professional Engineers

- **CONTRIBUTIONS TO HISPANIC SERVING INSTITUTIONS (HSIs)**

Total awards to HSIs for: Research and Development, Program Evaluation, Training, Facilities and Equipment, Fellowships, Recruitment and IPAs, Student and Tuition Assistance, Scholarships, Administrative/Research, Infrastructure

	Awards to Institutions of Higher Education (IHEs)	Awards to IHEs for Hispanic Activities	Awards to HSIs	Awards to HSIs as a % of total awards to IHEs
FY98	$29,059,337	$2,292,913	$1,942,424	7.0
FY99	$38,260,008	no data provided	$3,768,287	10.0
% change	31.0	--	94.0	

DoI bureaus continued to expand their support for HSIs. In FY99, DoI provided tuition assistance to Hispanic students and technical assistance to HSIs on DoI grants. DoI also provided educational/student support in the fields of natural resources and environmental students

- **EMPLOYMENT OF HISPANICS**

	Career Employees	% Hispanic	Non-Career Employees	% Hispanic
FY98	2,949	no data provided	5	--
FY99	2,381 of 45,269	5.2	496 of 10,570	4.6

In FY99, Hispanics represented 9 percent (40 of 425) of all students participating in DoI student employment programs.

DoI Diversity Intern Program continues to provide students with opportunities to gain work experience in DoI bureaus and offices. In FY99, Hispanics represented 34 percent (40 of 116) of total program participants. The program is managed by DoI's Office of Educational Partnership in cooperation with HACU, Minority Access, Inc.; Haskell Indian Nations University; the Student Conservation Association; and the Washington Center for Academic Interns.

DoI developed and implemented the Education's C²OOL database. The database contains resumes of Hispanic and other minority students to be considered for DoI employment opportunities.

In FY99, the DoI/Hispanic Association of Colleges and Universities Memorandum of Understanding Action Plan was implemented. The following activities were undertaken in support of the MOU:

--Participated in HACU's National Internship Program;
--Sponsored 40 HACU students from DoI's Diversity Intern Program to attend the HACU 1999 Annual Conference;
--Established an intergovernmental personnel agreement with HACU;
--Increased the number of employment opportunities for students enrolled at HSIs;
--Developed a system for tracking students participating in DoI employment programs;
--Developed a brochure to educate DoI employees about the Diversity Intern Program;
--Developed a master calendar of HACU conferences and other partner conferences;
--Distributed the MOU to all DoI bureaus and offices; and
--Informed all HACU member institutions about the benefits of the Education's C²OOL Website

DoI bureaus participated in job fairs and conferences to provide Hispanic students with information about employment opportunities. DoI bureaus also conducted recruitment visits to HSIs.

- **FUTURE INVESTMENTS**

DoI will undertake the following activities in FY00 and FY01:

The Office of Educational Partnerships (PED) will convene a series of Diversity Partnership Roundtables to explore new opportunities to employ Hispanics. The objectives of the Roundtables are focused in three areas: Teaching, research and service.

The first in the series of nine Diversity Partnerships Roundtable meetings will be held at Our Lady of the Lake University in San Antonio, TX. Participants will include DoI officials representing the following agencies: Education, Scientific, Grants and Assistance, Equal Employment Opportunity, Human Resources, and Management.

PED will coordinate a career forum at San Antonio College, an HSI, located in San Antonio, Texas. Students from all 17 colleges and universities in the San Antonio area will be invited to attend.

Employment Efforts

DoI will continue to participate in major national conferences such as the National Hispanic Sustainable Energy and Environmental Conference and HACU's annual national conference to inform Latino students about DoI employment opportunities.

DoI will continue to expand its Diversity Intern Program and increase the numbers of students being converted through the Student Career Experience Program (SCEP) and Student Temporary Experience Program (STEP).

DoI's Bureau of Reclamation, Geological Survey, and the Fish and Wildlife Service will continue to identify ways to provide education and employment opportunities to Latinos.

- **POINT OF CONTACT**

Sylvia Jones
Education Specialist
Office of Educational Partnership
Department of the Interior
(202) 208-3254

DEPARTMENT OF JUSTICE (DoJ)

FY99/00 Annual Performance Report Summary

- **ACTION PLAN ACHIEVEMENTS**

In FY98, DoJ did not identify a concrete action plan with goals and objectives for FY99 and FY00 to measure the improvement towards the educational outcomes for Latinos. DoJ indicated that it would continue existing programs and activities.

In FY99, DoJ continued existing programs and activities that are working to improve the educational outcomes of Latinos.

- **PROGRAMS AND ACTIVITIES**

The Office of Justice Programs (OJP) Weed and Seed, a community-initiative, aims to prevent, control, and reduce violent crime, drug abuse, and gang activity in targeted high-crime neighborhoods across the country. Currently, there are over 207 Weed and Seed sites around the nation, several of which serve the Latino community. Program sites that serve Latinos are staffed by Spanish speakers who teach English as a Second Language (ESL) classes, and provide computer and job readiness training, mentoring, tutoring, and other services.

Below is a listing of Weed and Seed sites that serve Latinos:

--The John Valenzuela Youth Center, South Tucson, Arizona (after school activities);
--The Steve Daru Boys and Girls Club and El Rio Neighborhood Center, Tucson, Arizona (tutoring activities);
--Valley of the Suns YMCA, Phoenix Arizona (job training and employment opportunities);
--The House of Hope, Fresno, California (tutoring and mentoring activities);
--The Conversation Corps, Oakland, California (tutoring and trade skills activities);
--The Gwen Bolden Youth Foundation, Pico Union, California (after school tutoring);
--Tezacatlipoca Project, Oxnard, California (College-level program providing 54 hours of Hispanic art and history. Sixty-five percent of program participants enter college);
--Choice Through Education and ROCA (Reaching out to Chelsea Adolescents), Chelsea, Massachusetts (promotes cultural and ethnic diversity);
--Job Asset Building for at Risk Youth & Adults, Albuquerque, New Mexico (recruits and trains residents to become small business owners); and
--South Bronx Community Action Theatre, New York City (promotes cultural and ethnic diversity)

The Children Advocacy Center Program targets youth who have been victims of abuse and neglect. Program grantees address issues of access for Hispanic populations by developing Spanish language resources and convening a symposium on cultural competence.

The Youth for Justice-Law Related Education Program helps young people avoid delinquent behavior and develop the knowledge, skills, and attitudes of effective citizens. As part of this program, youth summits have also been conducted and proven to be a successful tool for increasing and strengthening the partnerships between Hispanic youth and their communities.

The Court Appointed Special Advocates (CASA) program has volunteers that are appointed by courts to investigate, evaluate, and recommend what is in the best interest of abused and neglected children. They conduct interviews, review records, present reports and generally monitor individual cases. In FY99, CASA volunteers assisted 16,500 Hispanic children.

As part of the program, CASA is working with Univision, the largest Spanish-language television network, to test a recruitment telethon program in Texas. The telethon will encourage Hispanics to serve as CASA volunteers. A second telethon will be conducted in Houston and San Antonio, Texas in 2000.

The Juvenile Mentoring Program (JUMP) supports one-on-one mentoring programs for youth at risk of educational failure, dropping out of school, or involvement in delinquent activities, including gangs and drug abuse. JUMP brings together responsible adults and at-risk youth in need of positive role models. The program also promotes personal and social responsibility as well as increased participation in elementary and secondary education while discouraging the use of illegal drugs and firearms, involvement in violence, and other delinquent activity.

The following JUMP programs support Latino youth: Latino Mentoring Program, Family Services, Inc. in Providence, Rhode Island; Mentor Matter operates in the Washington and Union Elementary Schools in Visalia Unified School District, California; Big Sisters is located in Philadelphia, Pennsylvania; The George Gervin Youth Center in San Antonio, Texas; I Have a Dream in Houston, Texas; and Valley Big Brothers/Big Sisters in Phoenix, Arizona.

The SafeFeatures program seeks to prevent and control youth crime and victimization by providing family services, and after-school activities. This continuum of care enables communities to respond to the needs of youth at critical stages of their development through the provision of appropriate prevention, intervention, and treatment services. One of six SafeFeatures sites serves the Latino community located in Imperial County, California. Imperial County has the highest percentage of Latinos of any county in California (66 percent of adults and 78 percent of children).

The Prenatal and Early Childhood Nurse Home Visitation program works with families to provide nurse home visiting services to low-income women. Visiting nurses provide health care services, general support, and parent education. Hispanic populations in Fresno, Los Angeles, and Oakland, California as well as Clearwater, Florida, and Oklahoma City, Oklahoma are served by this program.

The South Central Region of the Federal Bureau of Prisons (BOP) has established a Partnership in Education Agreement between the Gadsden Independent School District and Federal Correctional Institution La Tuna in Anthony, New Mexico. This agreement forms a basis of "Partners in Education," a mutual understanding between the Gadsden Independent School District and the institution. The school district is approximately 95 percent Hispanic. The partnership establishes a link through shared involvement in drug education, speaking

engagements, reading sessions, and other crime prevention or education sessions. There are a total of 22 schools served with approximately 5,000 students. Through this coordinated effort, resources are concentrated to promote a strong sense of community and a better understanding of consequences of wrong choices.

- **CONTRIBUTIONS TO HISPANIC SERVING INSTITUTIONS (HSIS)**

No data reported

- **EMPLOYMENT OF HISPANICS**

	Career Employees	% Hispanic	Non-Career Employees	% Hispanic
FY98	13,118 of 105,374	12.4	4 of 12	3.3
FY99	13,884 of 109,871	12.6	3 of 46	6.5

DoJ continued its efforts to recruit Latinos by visiting HSIs, participating in conferences sponsored by Hispanic organizations; and placing advertisements in publications with a Hispanic focus.

In FY99, the DoJ Deputy Attorney General, appointed a committee to develop a "Seven Point Employment Plan" to address the employment of Hispanics. DoJ will implement the plan as soon as it receives final approval.

DoJ established Cooperative Education Program agreements with five HSIs. This is a student employment program in which students who meet the program requirements can be converted into permanent DoJ employees.

The BOP continues to utilize co-op and Intern positions as a means of recruiting and training Hispanic students upon completion of their assignments, when they can be converted non-competitively to permanent positions. In FY99, BOP had a total of 65 co-op and intern students, seven or 10.8 percent of whom were Hispanic.

In FY99, Hispanics represented 28 percent (34 of 122) of the students selected for the Federal Bureau of Investigation (FBI) Honors Internship Program. The program exposes exceptional undergraduate and graduate students to career opportunities within the FBI. A total of 17 Hispanic interns have returned to work full-time at the FBI (seven support staff, and 10 Special Agents).

The FBI continues to utilize 32 full-time recruiters nationwide to target members of the Hispanic Association of Colleges and Universities as well as local Hispanic professional associations nationwide to identify qualified special agent and support staff for positions within the FBI.

- **FUTURE INVESTMENTS**

DoJ will undertake the following activities in FY00 and FY01:

DoJ will continue ongoing efforts to support Hispanic youths through tutoring, mentoring and other activities that will improve educational achievement and help reduce delinquent behavior. DoJ will provide program evaluations in its FY00 Annual Performance Report.

DoJ will continue efforts to recruit qualified Hispanics for DoJ employment opportunities. Activities will include participating in national conferences of Hispanic associations and organizations; attending recruitment fairs at HSIs; establishing MOUs with HSIs; and advertising employment opportunities in publications with a Hispanic focus. DoJ will also assess their recruitment efforts.

- **POINT OF CONTACT**

Office of Congressional and Public Affairs
Office of Justice Programs
Department of Justice
(202) 307-0703

Lori Bledsoe
Equal Employment Opportunity Manager
Office of Justice Programs
Department of Justice
(202) 307-6013

DEPARTMENT OF LABOR (DoL)

FY99/00 Annual Performance Report Summary

- **ACTION PLAN ACHIEVEMENTS**

In FY98, DoL committed to developing opportunities in FY99 and FY00 that would expand employment and training services to Hispanic youth and adults. DoL also committed to increasing its support for Hispanic Serving Institutions (HSIs).

In FY99, DoL reported the following achievements:

--Increased its support to Hispanic Serving Institutions (HSIs) at DoL's headquarters by 888 percent or $9.2 million over FY98 support ($1 million);
--Hosted a conference for placement officers of HSIs. The purpose of the conference was to expand and strengthen DoL's relationship with HSIs to expand the pool of Hispanic applicants for entry level jobs. Over 40 HSIs were represented at the conference;
--DoL's Employment and Training Administration initiated a multiyear strategy in collaboration with Hispanic Association of Colleges and Universities (HACU) to share information to HSIs on workforce development initiatives; and
--Hosted a HSI Career Fair at the Inter-American University cosponsored by all major universities of Puerto Rico. As part of the fair, workshops were offered for the students about the benefits of working for the federal government, how to apply for federal government vacancies, and a panel of DoL Hispanic employees described their 'success stories." Three hundred thirty applicants from all universities in Puerto Rico registered for this career fair.

- **PROGRAMS AND ACTIVITIES**

All DOL agencies, such as the Employment and Training Administration, Veterans' Employment and Training Service, Women's Bureau, Office of Small Business, and Pension Benefits and Welfare, in support various programs and activities to expand services to Hispanics in FY 99/00.

Employment and Training Administration (ETA) administered the Job Training Partnership Act (JTPA) until June 30, 2000. JTPA provides economically disadvantaged adults and youth, workers who have lost their jobs because of plant closings or mass layoffs, and/or special populations, with job training services to succeed in the labor market. JTPA funds are administered at the state and local levels. In program year 1998, disadvantaged Hispanic youth received an average of 350 hours of training, which reflects a 13 percent increase over 1997.

In July 1998, Congress passed the Workforce Investment Act (WIA) and President Clinton signed it into law on August 7, 1998. The purpose of the legislation is to allow state and local communities to develop a unified training system. It replaces JTPA and aligns adult education, literacy programs, employment services, and rehabilitation programs with the workforce investment system. While the majority of WIA programs are operated in local communities, ETA continues to fund pilot programs and demonstration projects at the national level to encourage innovative strategies. Such activities include the following:

--The Quantum Opportunity "Stay-in-School" Program provides students financial incentives as well as mentoring and tutoring services. Program sites are located in Houston, Texas and Yakima Valley were there is a large population of Latino youth;
--The Center for Employment and Training Demonstration Program trains disadvantaged youth to be proficient in occupational fields that are in high demand; and
--The Youth Opportunity Program provides large multiyear grants to increase the employment, high school graduate and college enrollment rates of youth living in high-poverty urban and rural communities. Three of the six program sites funded in FY98 are located in areas with a large Latino population (Bronx, New York; Houston, Texas; and Los Angeles, California). In FY99, five additional sites received awards totaling $25 million, of which two, Denver and San Diego, serve Latino communities.

ETA also awarded the Welfare-to-Work competitive grants to the following programs that are serving the Latino community:

--National Puerto Rican Forum's Wheels to Work provides job readiness training;
--United Migrant Opportunity Services: addresses the needs of Hispanic migrant workers who travel between Texas and rural Minnesota and Wisconsin;
--The Latino Chamber of Commerce in Miami-Dade, Florida provides low-income Hispanics education and employment services;
--The Centro de Capacitación y Asesoramiento in Puerto Rico seeks to keep youth off of welfare by providing mentoring and tutoring services; and
--The Hispanic Association of Colleges and Universities (HACU) provides post-employment occupation and skills training services through interactive computer technology in Arizona, California, and Texas.

The Pension and Welfare Benefits Administration (PWBA) placed three public service announcements (PSAs) on retirement planning in Hispanic newspapers. PWBA also developed talk show programs and radio PSAs on pension and welfare benefits. Programs and PSAs were aired on more than 100 radio stations through the Hispanic Radio Network.

The Veterans' Employment and Training (VETS) Transitional Assistant Program (TAP) assists military personnel in making the transition from active military duty to civilian life. Participants in this program are provided with information concerning labor market conditions and educational opportunities. In addition, TAP participants learn to write resumes and cover letters and prepare for job interviews. In FY99, 8,500 Hispanic veterans participated in TAP.

VETS provides formula grants to state entities that offer employment and training services to disabled and homeless veterans, including Hispanic veterans. In program year 1998, more than 75,000 Hispanic veterans were served by state and local programs that received VETS grants.

The Women's Bureau, in collaboration with the New Mexico Commission on the Status of Women, hosted a "Women in Transition" conference. The conference educated approximately 300 women (46.5 percent Hispanic) on the new Workforce Investment Act and Department of Labor programs and services.

The Women's Bureau cosponsored the 25th Anniversary of the Asociación Nacional Por Personas Mayores. The Association assists older Latinos through employment programs and services.

The Women's Bureau co-sponsored a "Women in the Workplace—Know Your Rights" training session at South Texas Community College. The training session educated women about how to protect themselves against pregnancy discrimination, sexual harassment, and rights under the Family and Medical Leave Act. The session was attended by 65 women, 98 percent of whom were Hispanic.

The Human Resources Center, Hispanic Employment Program, sponsored a "Growing Leaders for the 21st Century" seminar at DoL's headquarters in Washington, D.C. This training provided DoL employees with information about leadership competencies, effective career planning strategies, how the merit system process works, tips for completing a quality application, and effective interview techniques. This workshop was attended by 54 DoL employees, 99 percent of whom were Hispanic.

The Human Resources Center developed and hosted a Recruiter Training Workshop for recruitment teams that included participation by the Hispanic Employment Program Managers of the various DoL agencies. The workshops addressed issues such as the role and responsibilities of the recruiter, the federal hiring process, hiring and pay flexibilities and DoL benefits.

The Human Resources Center developed a "How to Start Your Career at the U. S. Department of Labor" reference guide for college students and college placement officers about DoL hiring practices and career opportunities to assist college students in developing a strong federal job application. Large supplies of this guide have been made available to career service officers at Hispanic Serving Institutions (HSIs). This guide has been shared with career service officers at HSIs.

The Human Resources Center hosted a welcoming program for all new Hispanic hires, interns, and co-ops to introduce them to the DoL agencies' Hispanic Employment Program Managers and the DoL Hispanic community. The purpose of this networking effort was to provide support and points of contact who can assist the new employees and interns to integrate into the DoL workforce.

Human Resources Center representatives participated in a workgroup on Hispanic Employment Initiatives commissioned by the President's Management Council (PMC). The workgroup convened in November, 1998, to identify and implement sound strategies that will improve Hispanic representation in the Federal workforce. It issued a report to the PMC in March 1999.

The Human Resource Center participated in the National Association of Hispanic Federal Executives (NAHFE) 1999 and 2000 summit coordinating committees, as well as in the NAHFE's 2000 conference coordinating committee. DoL's Office Administration and Management was recognized by NAHFE for its leadership efforts to decrease the underrepresentation of Hispanics in DoL.

The Human Resources Center "Adopt-a-School" Program has been expanded to include John Quincy Adams Elementary School in the Adams Morgan community of Washington, D.C, which has a high enrollment of Hispanic students. About 30 of its students were special guests at the FY99 Departmental Hispanic Heritage Month Program.

DoL's Human Resources Lifelong Learning Initiative launched Learn2University, an interactive, multimedia learning tool which delivers Web-based training to the employee's desktop or laptop. Among the nontechnical courses offered is English-as-a-Second Language.

In the summer of 1999, with the assistance from the Equity Research Corporation, DoL is developing a faculty exchange and internship program with HSIs. As a result, DoL's Veterans' Employment and Training Service (VETS) brought two HSI faculty members on detail assignments to VETS. DoL's Office of the Solicitor (SOL) is also participating in this program and has had an HSI faculty intern onboard.

- **CONTRIBUTIONS TO HISPANIC SERVING INSTITUTIONS (HSIS)**

Total awards to HSIs for: Research and Development, Program Evaluation, Training, Facilities and Equipment, Fellowships, Recruitment and IPAs, Student and Tuition Assistance, Scholarships, Administrative/Research, Infrastructure

	Awards to Institutions of Higher Education (IHEs)	Awards to IHEs for Hispanic Activities	Awards to HSIs	Awards to HSIs as a % of total awards to IHEs
FY98	$10,996,856	no data reported	$1,031,852	9.4
FY99	$49,590,939	$52,311	$10,196,065	20.0
% change	350.0	--	888.9	

In FY99, ETA initiated a multiyear strategy in collaboration with HACU to share information on workforce development initiatives. The partnership provides an opportunity for HSIs to interact with state, local, and regional and national workforce development officials.

In FY99, ETA and HACU hosted "Creating Partnerships with HSIs to Build America's 21st Century Workforce." Held in Santa Monica, California on November 14, 1999, the conference sought to:

--Encourage HSIs to partner with DOL in workforce development systems at the national, state, and local levels;
--Facilitate awareness of grant and contract opportunities through DoL/ETA, states, and local workforce investments boards, and one-stop centers that participate in program activities for at-risk youth and adults; and
--Introduce HSIs to key players at the national, regional, state, and local levels of workforce development

DoL hosted the "Conference for Placement Officers of Hispanic Serving Institutions" in Washington, D.C. The purpose of the conference was to strengthen DoL's relationship with HSIs to expand the pool of Hispanic applicants for entry level jobs. Over 40 HSIs were represented at the conference. As a result of the conference, DoL :

--Developed group e-mail of HSIs' career service officers to expedite information-sharing regarding employment opportunities for students and other related matters;
--Issued a directory of DoL recruiting contacts, including personnel officers, recruitment team members, Hispanic Employment Program managers, and Equal Employment Opportunity (EEO) managers in all agencies and regions. This directory was distributed electronically to the HSIs' career services representatives;
--Developed a list of job/career fairs, conferences, and events. Shared list with HSI representatives, DoL personnel officers, recruitment team members, Hispanic Employment Program Managers, and EEO Managers in all agencies and regions to assure pro-active DoL presence at these activities.
--Provided HSIs a synopsis of entry-level opportunities based on FY00 hiring plans.

DoL hosted a successful Hispanic Serving Institutions Career Fair at the Inter-American University cosponsored by all major universities of Puerto Rico. Workshops were offered for students about the benefits of working for the federal government, how to apply for federal government vacancies, and there was a panel about DoL Hispanic Employee success stories. Outcomes of the career fair include:

-330 applicants from all universities in Puerto Rico registered for this career fair;
-Several agencies have hired several of the applicants registered during the fair; and
-Hundreds of Hispanic applicants' resumes were added DoL FEORP database as a result of this HSI Career Fair.

The Office of Small Business Programs (OSBP) conducted outreach to all HSIs on DoL's Round 3 Welfare-to-Work competitive grants. OSBP mailed HSI presidents information on the Welfare-to-Work grants process and regional technical-assistance conferences.

- **EMPLOYMENT OF HISPANICS**

	Career Employees	% Hispanic	Non-Career Employees	% Hispanic
FY98	1,040 of 15,784	6.6	16 of 232	6.9
FY99	1,069 of 15,767	6.8	15 of 234	6.4

DoL issued a memorandum to all its employees in the spring of 1999, specifically on the implementation of the Nine-Point Plan on Hispanic Representation, asking that the focus on such efforts be enhanced and that continued attention be given to assure that we keep pace with the demographics of the country.

DoL continued its efforts to recruit Latinos for employment opportunities. DoL's activities included recruitment visits to HSIs, participation in Hispanic conferences, and advertising in Hispanic publications.

DoL continued to participate in the HACU National Internship program. In FY99, DoL hired 20 interns. During the first three quarters of FY00, DoL hired 18 interns.

DoL's Human Resource Center sponsored a one-day workshop on hiring flexibilities for Hispanic Employment Program Managers. The workshop was held at the annual training conference of the Council of Hispanic Employment Program Managers, in San Juan, Puerto Rico.

- **FUTURE INVESTMENTS**

DoL will undertake the following activities in FY00 and FY01:

DoL will continue existing programs and grant opportunities that are addressing the workforce and training needs of the Latino community.

The following DoL agencies reported the following objectives for FY00 and FY01:

ETA will continue, subject to the availability of funds, to support the many initiatives and strategies described above. National partnerships with major Hispanic community-based organizations and the following multiyear four-point strategy with the Hispanic Association of Colleges and Universities will be maintained at current or enhanced funding levels. Efforts to recruit Latinos for career employment opportunities within ETA will remain a high priority in the agency's staffing efforts. The four point recruitment strategy includes:

--Sharing information about workforce development activities to encourage HSIs to form partnerships at the local, state and national levels and to facilitate awareness about grant and contract opportunities to fund services for youth, adults and dislocated workers;

--Advancing and utilizing Web-based workforce technology to engage HSIs in linkages that increase participation in DoL employment opportunities from underserved communities;
--Creating a broader awareness of workforce development to encourage students to pursue careers in the employment and training field; and
--Expanding the knowledge base of Hispanic-related research in the workforce development area to promote and increase awareness among HSIs about issues and best practices that impact the community

The Office of Small Business Programs will:
--Help ETA and HACU plan a technical assistance conference for HSIs;
--Hire three HACU interns;
--Coordinate DoL's participation in the HACU's national conference; and
--Work with other DoL agencies to involve HSIs in its programs and grant and contract opportunities

The Pension Welfare Benefits Administration will distribute three new Spanish-language health benefits brochures through the dislocated worker networks, Hispanic organizations, and periodicals.

The Veterans Employment Training (VETS) will continue existing efforts to support the employment and training needs of Hispanic veterans. VETS will also allocate $30,000 in support of HACU's National Internship Program and other internship programs that support Latino students.

- **POINT OF CONTACT**

June Robinson
Director
Office of Small Business Programs
Department of Labor
(202) 219-9148

STATE DEPARTMENT

FY99/00 Annual Performance Report Summary

- **ACTION PLAN ACHIEVEMENTS**

In FY98, the State Department identified four objectives that it planned to achieve in FY99 and FY00 to improve the educational outcomes of Latinos. The State Department did not report progress made on achieving these objectives.

- **PROGRAMS AND ACTIVITIES**

- **CONTRIBUTIONS TO HISPANIC SERVING INSTITUTIONS (HSIs)**

Total awards to HSIs for: Research and Development, Program Evaluation, Training, Facilities and Equipment, Fellowships, Recruitment and IPAs, Student and Tuition Assistance, Scholarships, Administrative/Research, Infrastructure

	Awards to Institutions of Higher Education (IHEs)	Awards to IHEs for Hispanic Activities	Awards to HSIs	Awards to HSIs as a % of total awards to IHEs
FY98	$13,861,000	$359,800	$114,500	1.0
FY99	$25,008,424	$789,337	$56,015	.2
% change	80	119	(.51)	

- **EMPLOYMENT OF HISPANICS**

	Career Employees	% Hispanic	Foreign Service	% Hispanic
FY98 *	--	--	--	--
FY99	547 of 13,571	4.0	348 of 8,071	4.0

**In FY98, employment data on Hispanics was not separated by career/non-career or foreign service. In FY98, the State Department reported that Hispanics represented 494 of 12,808 of its total civilian and foreign service workforce.*

The State Department continued efforts to implement its "Five-Year Strategic Recruitment Plan." A major focus of the Plan is to increase employment opportunities for Hispanics in its civilian and foreign Service employment ranks.

As part of its recruitment efforts, the State Department officials visited Minority Serving Institutions, partnered with Hispanic serving professional organizations, and advertised employment opportunities in Hispanic professional publications.

The State Department's Diplomat in Residence Program placed senior foreign officers at several HSIs. Foreign officers are responsible for developing and maintaining an active employment outreach program on behalf of the Department.

- **FUTURE INVESTMENTS**

  The State Department will undertake the following activities in FY00 and FY01:

  The State Department will continue current efforts to recruit Latinos for career and foreign service employment.

- **POINT OF CONTACT**

  Kathryn Ransom
  Office of Equal Opportunity for Civil Rights
  State Department
  (202) 647-9896

DEPARTMENT OF TRANSPORTATION (DoT)

FY99/00 Annual Performance Report Summary

- **ACTION PLAN ACHIEVEMENTS**

In FY98, DoT committed to continuing and/or expanding existing programs and activities that increase education and employment opportunities for Latinos.

In FY99, DoT did not provide an update on FY98 states objectives. However, DoT's FY99 report reflects an expansion of programs and services that increase the Latino community's awareness of transportation-related issues and employment training opportunities available for Latinos.

- **PROGRAMS AND ACTIVITIES**

The Federal Aviation Administration (FAA), the Smithsonian Air and Space Museum, and the National Hispanic Coalition of Federal Aviation Employees, filmed a documentary entitled "Building on the Legacy, Nuestra Herencia". The film documents the contributions of Latinos in the field of aviation. Two hundred and fifty copies of the film were distributed in 1999.

The National Highway Traffic Safety Administration (NHTSA) established partnership with state, and local organizations to bring traffic safety programs to the Latino community. They also published materials in Spanish, funded programs presented in Spanish, and awarded grants to states to educate Hispanic Americans about highway safety. The following NHTSA activities were undertaken in FY99:

--"Our Heritage, Our Future, Our Lives" is a four-day program on healthy living and safe choices designed for New Jersey Hispanic youth. The program is sponsored by NHTSA, the New Jersey Division of Highway Traffic Safety, and Johnson & Johnson.
--NHTSA, in partnership with the states of New York, New Jersey, and Connecticut, works with Univision, the nation's largest Hispanic television network, to disseminate information on highway safety to the Latino community.
--NHTSA is working with the Hispanic American Police Command Officer Association (HAPCOA) to reach at-risk and hard-to-reach Hispanic to educate, inform, and change attitudes about automobile safety for children of immigrant parents who reside in urban and rural areas. HAPCOA distributes learning materials in schools, child safety clinics, and at presentations to local community groups by law enforcement officers in San Antonio, Texas, and Los Angles, California. This is a pilot project that will later be implemented in other areas of the country. Additionally, HAPCOA will participate in four of NHTSA's national seat belt and alcohol mobilization programs.
--NTHSA funded the National Organization for Youth Safety (NOYS), a coalition of youth-serving organizations that provides leadership training and peer-to-peer mentoring opportunities to young people, including Latinos. Local Hispanic youth are

selected to represent their national organizations at NOYS coalition meetings. Hispanic-serving youth organizations, such as the ASPIRA, Inc., are part of the NOYS coalition. NOYS conducts regular training for advocacy and leadership skills development. Once trained, the youth return to their communities and conduct a local advocacy campaign effort "Speak Out and Make NOYS." Hispanic youth participated in local efforts using a planning guide provided by NHTSA to identify their community's traffic safety problems and to help find solutions. Hundreds of Hispanic youth across the country also participated in "New Year's Eve NOYS 2000," an alcohol-, tobacco-, and drug-free event that celebrated the new millennium.

--In FY99, the NHTSA Region VI Office of Motor Carriers and Highway Safety, located in Texas, purchased 10,000 *Buckle Up America* flyers to support *Buckle Up America* objectives. Five-thousand of the flyers were printed in Spanish and distributed during National Transportation Safety Week. NHTSA's Region VI office distributed 162,500 *Buckle Up America* fact sheets (12,500 printed in Spanish) to police agencies in Texas, New Mexico, Oklahoma, Louisiana, and Arkansas. The fact sheets are being used by law officers at border crossings to help people coming into the country understand U.S. traffic safety laws.

--Partially funded by a NHTSA grant the "Driving UN-paired" project in Grand Island, Nebraska, has hired a Spanish-speaking instructor in order to address more effectively the driving-under-the- influence (DUI) problem. The project's goal is to have 75 percent of those who speak Spanish and are arrested for DUI or "minor in possession" violations participate in the DUI prevention course.

--El Protector is a multifaceted outreach program targeting Hispanic communities in California. Funded by NHTSA, El Protector features Spanish-speaking officers who promote a positive image of the Hispanic driver as someone who cares for his family by taking responsibility for traffic safety. Officers speak to Hispanic groups, appear on Hispanic television and radio stations, and are featured in Hispanic newspapers. In addition, the program has developed pamphlets, videos, and other materials in Spanish to support the "Buckle Up America" program. The El Protector statewide public education program is implemented through the California Highway Patrol and many local California police agencies.

--A NHTSA section 402 grant supports the Bonneville County, Idaho, Probation Department's Bilingual Probation Officer Program. The goal of this program is to reduce the rate of Hispanic DUI recidivism by funding a bilingual/bicultural probation officer to supervise Hispanic probationers. The probation officer assesses each offender's needs, develops a case plan, monitors the offender's progress, and provides probation supervision. Over a three-year period, only three percent of probationers in this program repeated an offense (7 out of 226 cases). The officers also help the offender's family to better understand the terms of the probation and to be a part of the offender's recovery process.

--Caminando a Traves de los Años (Walking Through the Years) Pedestrian Program for Hispanics was developed as a countermeasure to the hazards that Hispanic pedestrians face in today's traffic environment. A component of the program, Caminando a Traves de los Años (Walking Through the Years) – Seguridad Para Peatnes De Tercera Edad (Walking Through the Years - Pedestrian Safety for older adults aged 65+), provides a slide program, presenters' guide, brochure, and a dramatic and intriguing video in

novella format, which is familiar to Hispanic audiences. The older pedestrian problem is presented within the context of a soap opera-type story. In an attempt to reduce the number of traffic-related fatalities and injuries that occur in the Hispanic and Spanish-speaking communities NHTSA's Office of Traffic Safety Programs developed safety materials that focus on identifying pedestrian, bicycle, and school bus-related risks, and suggests ways for pedestrians to increase safety.

The "Buckle the Border" campaign was sponsored in FY99 by DOT's Region VI Intermodal Safety and Border team. This project emphasizes the importance of using occupant protection systems. The team coordinated three simultaneous news conferences kicking off the "Buckle the Border" campaign with four federal departments of the U. S. government: Transportation, Treasury, Justice and Agriculture. These departments joined with state and local agencies for a safety campaign during International Transportation Safety Week. Simultaneous news conferences in El Paso, Brownsville, and Laredo, Texas, attracted 27 television stations which represented all major news networks in Mexico and the United States, (e.g., Univision, NBC, CBS, Fox and ABC). Five newspapers on both sides of the border covered the events and several radio stations interviewed participants.

In FY99, materials that address pedestrian safety risks inherent to Hispanic children were developed for parents, grandparents, and other childcare givers. The materials include a bilingual brochure and educator's guide, and a 30-minute video telenovella entitled, "Amigos por Vida" (Friends for Life). The draft brochure and video were tested with focus groups, and feedback from the focus groups was incorporated into the written and video materials. These materials are being tested by the National Association of City and County Health Officials at four sites: Allentown, Pennsylvania; Arlington, Virgina; Lincoln-Lancaster County, Nebraska; and Bedford County, Tennessee.

Sponsored by the Federal Transit Administration (FTA), the Tren Urbano University of Puerto Rico/Massachusetts Institute of Technology Professional Development Program is a laboratory for engineering, architecture, and planning students to develop professional expertise in transit planning, design, construction, operations, and management. This is a collaborative effort among the Puerto Rico Highway and Transportation Authority, the University of Puerto Rico and the Massachusetts Institute of Technology. FTA has provided approximately $5 million for this program.

- **CONTRIBUTIONS TO HISPANIC SERVING INSTITUTIONS (HSIS)**

Total awards to HSIs for: Research and Development, Program Evaluation, Training, Facilities and Equipment, Fellowships, Recruitment and IPAs, Student and Tuition Assistance, Scholarships, Administrative/Research, Infrastructure

	Awards to Institutions of Higher Education (IHEs)	Awards to IHEs for Hispanic Activities	Awards to HSIs	Awards to HSIs as a % of total awards to IHEs
FY98	$99,511,767	$134,113	$2,499,101	3.0
FY99	$129,368,897	$42,000	$2,101,968	1.6
% change	30.0	(68.0)	(15.0)	

DoT's Office of Small and Disadvantaged Business Utilization administers the Entrepreneurial Training and Technical Assistance Program through cooperative agreements with 15 Minority Serving Institutions, including six HSIs. The program focuses on providing transportation-related assistance and procurement information to small, women-owned and disadvantaged businesses. The program also provides training and development to Hispanic students studying in transportation-related fields.

The Federal Highway Administration signed a partnership with Harry S. Truman College, an HSI, to provide technical assistance, curriculum development, exchange of staff, and resources to other HSIs.

In FY99, four HSIs participated in the DoT University Transportation Centers (UTC). UTCs conduct multidisciplinary programs on transportation, research, education, and technology for the purpose of advancing U.S. transportation-related technology and expertise at university-level centers.

- **EMPLOYMENT OF HISPANICS**

	Career Employees	% Hispanic	Non-Career Employees	% Hispanic
FY98	2,894 of 61,697	4.6	4 of 65	6.1
FY99	2,346 of 63,096	3.7	120 of 1,257	9.5

DoT continued its efforts to recruit Latinos for internship, fellowships, and career employment opportunities. DoT's activities included recruitment visits to HSIs, participation in Hispanic conferences, and advertising in Hispanic publications.

Hispanic students participated in several DoT training programs including:

Sponsored by the Federal Aviation Administration (FAA) Programs, the Hispanics in Aviation (HAE) initiative prepares Latinos for aviation and space transportation careers. As a result of this program, FAA offered six Latino students permanent position in FAA in FY99.

FAA's Airway Facilities College Training Initiative (AF-CTI) program provides skill training in electronic and automation training, as well as recruits women and minorities, including Hispanics, for electronics and computer science occupations at FAA. In FY99, 10 Hispanic students from 6 HSIs participated in the AF-CTI program.

In FAA's Air Traffic Collegiate Training Initiative (AT-CTI), Hispanics represented 4.6 percent (6 of 129) of students participating in this air traffic control training program in FY99.

The Federal Highway Administration (FHA) National Summer Transportation Institutes (NSTI) encourage minority youth to pursue transportation careers. In FY99, three HSIs served as program host sites for summer institutes. A total of 51 Latinos students participated in the program.

Sponsored by the Federal Transit Administration, the Cardozo Senior High School Transportation Technology Academy in Washington, D.C. provides summer employment and training opportunities in transportation to inner-city high school students and introduces them to the various careers in transportation technology. In FY99, 25 Hispanic students participated in the program.

The U.S. Coast Guard Claude Pepper Junior Reserve Officer Training Corps consists of academic and vocational courses, water-based athletics, community partnerships, and marine science technology activities. The program helps develop citizenship, self-esteem, and leadership potential. In FY99, 60 Hispanics participated in the program.

- **FUTURE INVESTMENTS**

DoT will undertake the following activities in FY00 and FY01:

DoT will continue ongoing effort to support Latinos in education and increase the number of Latinos applying for DoT employment opportunities.

NHTSA will develop an audio package providing Spanish-speaking radio listeners with traffic safety information concerning pedestrian, bicycle, and school bus safety. The audio package will consist of a variety of Spanish-language materials that will be distributed to 400-500 Spanish language radio stations. A tracking report of the stations that air the information will be developed. Future outreach materials will focus on the risks faced by impaired pedestrians and identify countermeasures to address these risks. Extensive focus group testing in several cities with different Hispanic populations (Mexican, Cuban, etc.), will be used to gauge pedestrian safety awareness, habits, perceptions, and familial roles. The focus groups shall include Hispanic pedestrians who have a history of walking impaired and family members; law enforcement officers; grocery and convenience store retailers; and representatives from alcohol and community health education programs with outreach to the targeted population. Feedback received from the focus group will help to identify the most effective countermeasures and the most appropriate means of reaching habitually impaired pedestrians and their families.

NHTSA's regional offices will continue to develop contacts who will assist in devising strategies to reach high-risk Hispanic populations in urban areas. For instance, efforts will be undertaken to expand the involvement of Hispanic police officers and emergency medical technicians in occupant protection/child restraint issues using the Rhode Island emergency medical services program as a model. Hispanics will be identified for educational outreach through media outlets. NHTSA also plans to coordinate events for a state or regional diversity planning meeting in Region VI in partnership with one or more states. With Intermodal One DoT committees and other interested partners, NHTSA will mobilize local enforcement agencies and conduct major media events during International Transportation Safety Week. NHTSA Region VI will continue placement of Spanish-language *Buckle Up America* signs at border crossings, in cooperation with the U.S. Customs Service and the Immigration and Naturalization Service.

NHTSA's will work to increase seat belt/child seat usage and decrease impaired driving rates for Hispanics. Through various grant programs, NHTSA will continue to fund organizations such as the National Latino Children's Institute and the National Council of La Raza that assist in delivering to the Hispanic community, culturally appropriate traffic safety messages. These grants fund child passenger protection programs designed to prevent deaths and injuries to children, public education concerning the proper installation of child restraints, and training of child passenger safety personnel. States and territories receiving these grants will concentrate their efforts on improving child restraint usage in the Hispanic communities.

The U.S. Coast Guard will sponsor a workshop at the Hispanic Association of Colleges and Universities Annual Conference in fall 2000 to provide information about Coast Guard programs and activities. The Coast Guard also will increase efforts to identify educational partnerships and employment opportunities available to students from HSIs.

- **POINT OF CONTACT**

Arlene Pattel
Office for Civil Rights
Department of Transportation
(202) 366-5455

DEPARTMENT OF TREASURY

FY99/00 Annual Performance Report Summary

- **ACTION PLAN ACHIEVEMENTS**

In FY98 rather than formulating a detailed performance plan, the Department of Treasury took action by making FY99 financial commitments to support Hispanic Serving Institutions (HSIs). This action resulted in FY99 increased Treasury to various departmental programs including increased support to Hispanic Serving Institutions by 3.5 percent or $27,000 over FY98.

- **PROGRAMS AND ACTIVITIES**

The U.S. Customs Management Center in New York conducted a mentoring program with the Satellite Academy, an alternative high school. Twelve Hispanics participated in the program, receiving help with academic requirements and information about job skills required for U.S. Customs jobs.

The Bureau of Alcohol, Tobacco, and Firearms provided funds for Gang Resistance, Education, and Training (GREAT) programs in communities with large Hispanic populations. GREAT programs are designed to decrease gang violence across the nation by providing students with critical resistance skills, and by helping them to build their self-esteem by saying "no" to gangs.

The Financial Management Service of Treasury expended $55,000 on translating into Spanish educational and marketing materials, as well as informational publications on government initiatives.

Internal Revenue Service (IRS) offices who serve communities with high concentrations of Latinos, are issuing press releases in Spanish. This practice has resulted in increased coverage by Spanish speaking media on such issues as "Citizen Advocacy Panels and Problems Solving Days" and more taxpayers having access to critical financial information thereby increasing the financial literacy of Latinos.

The IRS San Francisco Bay Area Hispanic Employment Program Council awarded a $3,100 scholarship to an Hispanic student attending the National Hispanic University of San Jose.

The IRS Southwest District HIRE Chapter awarded $400 college scholarships to Hispanic children of IRS employees.

The IRS Los Angeles District, which is located in a predominantly Hispanic community, has an ongoing high school speakers program designed to motivate students to stay-in-school and pursue a college education. Presentations and workshops focus on the benefits of staying in school, preparing for job interviews, and available careers at IRS.

- **CONTRIBUTIONS TO HISPANIC SERVING INSTITUTIONS (HSIs)**

Total awards to HSIs for: Research and Development, Program Evaluation, Training, Facilities and Equipment, Fellowships, Recruitment and IPAs, Student and Tuition Assistance, Scholarships, Administrative/Research, Infrastructure

	Awards to Institutions of Higher Education (IHEs)	Awards to IHEs for Hispanic Activities	Awards to HSIs	Awards to HSIs as a % of total awards to IHEs
FY98	$5,324,717	$102,516	$739,714	13.9
FY99	$5,953,204	$178,361	$766,269	12.9
% change	11.8	74.0	3.5	

- **EMPLOYMENT OF HISPANICS**

	Career Employees	% Hispanic	Non-Career Employees	% Hispanic
FY98*	--	--	--	--
FY99	13,850 of 159,005	8.7	5 of 60	8.7

**In FY98, Hispanics represented 7.6 percent (12,440 of 162,119) of all Treasury employees, career and non-career. Percentage of career and non-career employees was not reported*

Treasury supported Hispanic students through the following employment programs:

Student Career Experience Program	12 Hispanics
Student Temporary Employment Program	35 Hispanics
Hispanic Association of Colleges and Universities National Internship Program	12 Hispanics
Presidential Management Intern Program	1 Hispanic

Treasury partners with the George Washington High School (GWHS) International School of Business and Finance to enhance the applicant pool of candidates for IRS and other Treasury and federal careers. GWHS has the highest Hispanic enrollment (92 percent) of any of the 300 high schools in New York.

The Internal Revenue Service Association for the Advancement of Minorities and the Hispanic Internal Revenue Employees were established to assist in the recruitment and hiring of minorities and to support career training and development. The groups also conduct workshops with Hispanics to provide assistance on completing tax forms, obtaining individualized identification numbers, and participating in marketing tax information to the Hispanic public.

Treasury maintained 15 touch-screen computer kiosks at 12 HSIs and three universities with high enrollments of Hispanic students. Each kiosk provides students and faculty members with nationwide information about employment opportunities and internship programs in the federal government and the Department of Treasury. In FY99, Treasury spent $40,140 for maintenance of the kiosks.

The Office of the Controller of the Currency (OCC) signed eight coop agreements with nine HSIs. As part of the agreements, Treasury attended job fairs at these institutions and contacted placement directors, business professors, and student organizations about employment opportunities at Treasury.

U.S. Customs Service recruiters visited or contacted 42 HSIs and 29 schools with high Hispanic enrollments; placed advertisements in Hispanic professional publications; and participated in national conferences of Hispanic professional organizations.

- **FUTURE INVESTMENTS**

The Department of Treasury will undertake the following activities in FY00 and FY01:

FY00 investments for HSIs:

	Awards to Institutions of Higher Education (IHEs)	Awards to IHEs for Hispanic Activities	Awards to HSIs	Awards to HSIs as a % of total awards to IHEs
FY00	$6,152,749	$182,070	$917,713	14.9

- **POINT OF CONTACT**

Carlotta Grinage
Assistant Director for Program Policy and Evaluation
Office of Equal Opportunity Program
Department of Treasury
(202) 622-0341

DEPARTMENT OF VETERANS AFFAIRS (VA)

FY99/00 Annual Performance Report Summary

- **ACTION PLAN ACHIEVEMENTS**

In FY98, VA did not identify a concrete action plan with goals and objectives for FY99 and FY00 to measure the improvement towards the educational outcomes for Latinos. However, VA indicated that it would continue existing programs and activities and more specifically, that it would partner with the National Association of Hispanic Federal Executives to host the Summit of Hispanic Federal Executives II.

In FY99, VA continued existing programs and activities that are working to improve the educational outcomes of Latinos. VA also expanded its support for Hispanic Serving Institutions (HSIs), the Hispanic Association of College and Universities (HACU) National Internship Program and was successful in hosting the Summit of Hispanic Federal Executives II.

- **PROGRAMS AND ACTIVITIES**

VA's programs and activities are focused on supporting HSIs and increasing the number of Latinos employees.

- **CONTRIBUTIONS TO HISPANIC SERVING INSTITUTIONS (HSIS)**

Total awards to HSIs for: Research and Development, Program Evaluation, Training, Facilities and Equipment, Fellowships, Recruitment and IPAs, Student and Tuition Assistance, Scholarships, Administrative/Research, Infrastructure

	Awards to Institutions of Higher Education (IHEs)	Awards to IHEs for Hispanic Activities	Awards to HSIs	Awards to HSIs as a % of total awards to IHEs
FY98	$1,630,922,000	$35,984,000	$365,000	.022
FY99	$728,600,900	$31,022,395	$1,238,857	.17
% change	(55.0)	(13.7)	239.0	

VA's Research Training Initiative Program (RTIP) supports faculty and students from HSIs and other Minority Serving Institutions. Support is provided through VA's medical centers that recruit participants and provide salary as well as research funds. The program's components include:

--A collaborative research effort between a Veterans Health Administration (VHA) research investigator and a faculty member from the participating college or university;
--A faculty educational effort that allows faculty to work in the laboratories of a senior

VHA investigator; and

--Opportunities for undergraduate and graduate students to work in VHA research laboratory under the joint mentorship of a VA investigator and a faculty scientist from the participating institution.

In FY99, three HSIs were provided with a total funding of $273,233 through the RTIP

VA's Benefits Administration (VBA) continues to provide educational assistance payments to eligible veterans, dependents, reservists, and service members, including Hispanics. Funds are used to pay tuition and fees at institutions of higher education (IHEs). VA also makes payments to IHEs, including HSIs, to cover administrative costs for processing reports and certifications of veterans.

- **EMPLOYMENT OF HISPANICS**

	Career Employees	% Hispanic	Non-Career Employees	% Hispanic
FY98	11,636 of 199,126	5.84	no data reported	--
FY99	11,840 of 197,516	5.99	1,212 of 17,376	6.98

VA continued its efforts to recruit Latinos by using special hiring authorities such as the Outstanding Scholar Program and the Veterans Readjustment Act and participating in national Hispanic conferences.

In FY99, the Department of Veterans Affairs with support from the National Association of Hispanic Federal Executives, hosted the second annual Hispanic Federal Executive Summit. The summit brought together senior Latino government officials to discuss the current status of Latinos employed in the federal government and the strategies that would enable agencies to become more effective in how they recruit and retain Latinos for federal employment positions.

In FY99, VA invested $818,000 to support the Hispanic Association of Colleges and Universities (HACU) National Internship Program. VA provided HACU valuable work experience in such areas as research, data base management, and program analysis. VA also works with HACU to provide Hispanics information about career employment opportunities.

In FY99, Veterans' Health Administration (VHA) provided over 91,000 students and trainees clinical work experience through affiliation with over 1,000 colleges and universities. Thirty-eight of the 1000 participating academic institutions were HSIs. VHA partnerships provided clinical training to 4,303 students from HSIs.

VHA's Health Care Staff Development and Retention Office (HCSDRO) administers the Student Career Experience Program (SCEP). This program builds and fosters partnership with HSIs to allow students the opportunity to gain work experience at VA. In FY99, the SCEP program provided $146,624 to students enrolled at HSIs.

- **FUTURE INVESTMENTS**

  VA will undertake the following activities in FY00 and FY01:

  VBA will work to collect information on educational assistance payments to Hispanic veterans and other Hispanic beneficiaries. The data compiled will show by fiscal year the amount of educational benefits paid to eligible veterans and dependents attending HSIs, as well as the amount of funding fees paid.

  VBA will continue current efforts to recruit Latinos.

  VA's Health Care Staff Development & Retention Office will encourage VA facilities to establish agreements with HSIs and recruit HSI graduates for VA employment opportunities.

- **POINT OF CONTACT**

  Armando Rodriguez
  Deputy Assistant Secretary for Diversity Management
  and Equal Employment Opportunity
  Department of Veterans Affairs
  (202) 273-5888

U.S. AGENCY FOR INTERNATIONAL DEVELOPMENT (USAID)

FY99/00 Annual Performance Report

- **ACTION PLAN ACHIEVEMENTS**

In FY98, USAID committed to developing opportunities in FY99 and FY00 that would expand its support for Hispanic Serving Institutions (HSIs) and Hispanic students who are interesting in pursuing careers in international development.

FY99 accomplishments include:

--Obtained approval from Department of Justice to award grants and cooperative agreements to Minority Serving Institutions (MSIs) via limited competition among MSIs; and
--Developed a five-year recruitment strategy for increasing the number of Hispanic Americans employed in USAID civilian and foreign service employment positions.

- **PROGRAMS AND ACTIVITIES**

USAID provided over $10 million to support Hispanic Serving Institutions (HSIs) and Hispanic-owned businesses in the following broad areas: Research and development in agriculture, health and population, education/human resource development and private sector development.

- **CONTRIBUTIONS TO HISPANIC SERVING INSTITUTIONS (HSIS)**

Total awards to HSIs for: Research and Development, Program Evaluation, Training, Facilities and Equipment, Fellowships, Recruitment and IPAs, Student and Tuition Assistance, Scholarships, Administrative/Research, Infrastructure

	Awards to Institutions of Higher Education (IHEs)	Awards to IHEs for Hispanic Activities	Awards to HSIs	Awards to HSIs as a % of total awards to IHEs
FY98*	$502,463,300	$9,540,000	$8,842,000	1.75
FY99	$156,691,000	$7,775,300	$7,465,300	4.76
% change	--	--	--	

** This data covers the three-year period FY 96-98. Therefore percent changes are not reported*

USAID's financial and programmatic support helped HSIs to strengthen their institutional capacity to participate in international programs. Financial support for HSIs was provided to conduct specialized academic and technical training for individuals, institutions of higher education, and projects from across the world. Training is being provided to Honduras, Nicaragua, Panama, and many countries in Africa to fill needs they have in academic,

technical and vocational skill areas which include construction management, agri-business and agriculture technology, food sciences, and public health.

- **EMPLOYMENT OF HISPANICS**

	Career Employees	% Hispanic	Non-Career Employees	% Hispanic
FY98	23 of 1,078	2.1	3 of 55	5.5
FY99	23 of 997	2.3	3 of 51	5.8

In FY99, Hispanic individuals represented 43 of 1,044 career USAID Foreign Service employees, 1 of 32 noncareer USAID Foreign Service employees, and 2 of 73 Administratively Determined employees.

USAID provided $366,000 to two institutions of higher education to cover graduate fellowships and undergraduate summer internships for Hispanic students. Fellowships and internships are for study in the areas of health and child survival, family planning and/or environmental studies.

USAID participated in Hispanic job fairs and conferences to recruit for employment opportunities. USAID also sent out employment notices via the Internet and electronic mail. As a result of its efforts, USAID was successful in hiring 27 Hispanics for its "New Entrants Program," a foreign service employment program.

- **FUTURE INVESTMENTS**

USAID will undertake the following activities in FY00 and FY01:

--Work to encourage its operating units to utilize the program and policy instruments approved by the Department of Justice to increase participation of HSIs in USAID programs and activities;
--Implement its Employment of Hispanics five year plan that targets recruitment efforts to reach qualified, experienced Hispanic applicants;
--Actively participate in HACU's Annual Conference and workshops to provide information about business and employment opportunities at USAID;
--Continue to provide funding to the Minority On-Line Information System (MOLIS). MOLIS provides information about USAID procurement and recruitment activities to HSIs; and
--Inform HSIs about USAID fellowship and internship opportunities.

- **POINT OF CONTACT**

Alfred Harding
Minority Serving Institutions Coordinator
U.A. Agency for International Development
(202) 712-0064

CENTRAL INTELLIGENCE AGENCY (CIA)

FY99/00 Annual Performance Report Summary

- **ACTION PLAN ACHIEVEMENTS**

  In FY98, CIA did not identify a concrete action plan with goals and objectives for FY99 and FY00 to measure the improvement towards the educational outcomes for Latinos.

- **PROGRAMS AND ACTIVITIES**

  CIA does not have programs or activities that specifically assist the Latino community.

- **CONTRIBUTIONS HISPANIC SERVING INSTITUTIONS (HSIS)**

  No data reported.

- **EMPLOYMENT OF HISPANICS**

  At CIA, Hispanics represent 2.8 percent of career employees. Data on CIA's workforce is classified, therefore, only percent data is provided. New Hispanic hires for FY99 accounted for 4 percent of total hires, the same as for FY98.

  In FY99, 40 Hispanics participated in CIA's Student Trainee programs.

  CIA continued its efforts to recruit Latinos by participating in HSI recruitment fairs, sponsoring Hispanic professional conferences, and placing advertisements in Hispanic newspapers and magazines.

- **FUTURE INVESTMENTS**

  CIA will undertake the following activities in FY00 and FY01:

  CIA will continue ongoing efforts to recruit and hire more Latinos. Specifically, CIA will advertise employment opportunities in Hispanic serving professional publications; attend major Hispanic conferences; expand its partnership with the Hispanic Association of Colleges and Universities; and work to support the Society of Hispanic Professional Engineers conference.

  CIA will also work to establish an inter-agency Hispanic council.

- **POINT OF CONTACT**

  Diversity Plans and Program Staff
  Central Intelligence Agency
  (703) 874-1547

ENVIRONMENTAL PROTECTION AGENCY (EPA)

FY99/00 Annual Performance Report Summary

- **ACTION PLAN ACHIEVEMENTS**

In FY98, EPA committed to developing strategies that would expand its efforts to meet the education and employment needs of the Latino community. EPA identified specific goals that would increase its support to Hispanic Serving Institutions (HSIs), increase the number of Hispanic employees, increase access to economic opportunities, and increase opportunities to develop stronger partnerships with the Hispanic community.

In FY99, EPA reports the following achievements:

--Launched a National Hispanic Outreach Strategy, a coordinated approach to providing education and employment opportunities to Latinos;
--Hosted its First National Hispanic Stakeholder Consultation where EPA officials provided information about grant and contract opportunities to HSIs and Hispanic organizations;
--Developed a Manager's toolkit for recruiting Hispanics;
--Increased funding to HSIs by $5 million over FY98, an increase of 213 percent; and
--Increased the funding for fellowships awarded to HSI student by $283,000 over FY98.

- **PROGRAMS AND ACTIVITIES**

EPA's National Hispanic Outreach Strategy and Web site (**http://www.epa.gov/oarmhome/strategy.html**) was launched by EPA Administrator Carol Browner in October 1999. The outreach strategy is a comprehensive approach that addresses the recruitment and employment of Hispanics, and the participation of Hispanic Serving Institutions (HSIs) in EPA research grant opportunities. It also aims to establish and strengthen relationships with Hispanic business partners and looks for opportunities to increase Hispanic participation in EPA programmatic activities.

EPA's Region V office launched an Adopt-A-School Initiative in partnership with the Chicago Public School System and is working with Socorro Lorena Sandoval Elementary School to incorporate environmental education into the school's curriculum and community-focused activities.

EPA's Region III office has partnered with Thomas Alva Edison/John C. Fareira High School, where 75 percent of the students are Hispanic, to help to reclaim a dying wetland on the school property. School officials have worked with EPA officials to develop an environmental curriculum around this project.

EPA's Region VIII office funded and provided technical assistance for the Environmental Education Initiative, which worked with teachers from New Mexico's Española Valley region to develop environmental curricula for their schools.

As part of its 1997 Memorandum of Understanding (MOU) with the Hispanic Association of Colleges and Universities (HACU), EPA held workshops on preparing strong research grant proposals at the October 1998 and September 1999 HACU Annual Conferences. In addition, EPA supported the April, 1999, HACU International Conference on Natural Resources and Cultural Heritage. This included participation in the planning of activities as well as providing speakers, sponsoring workshops, and providing financial support.

EPA hosted its first National Hispanic Stakeholder Consultation. Representatives from Hispanic organizations and institutions attended and were provided information about EPA grant and contract opportunities.

EPA's Office of Administration and Resources Management organized a half-day seminar on accessing federal financial assistance at Florida International University.

EPA provided information on economic opportunities at a number of Hispanic events including the National Hispanic Environmental and Sustainable Energy Conference, the U.S. Hispanic Leadership Conference, the National Organization for Mexican American Rights Annual Training Conference, and the Society of Hispanic Professional Engineers West Coast Exposition.

- **CONTRIBUTIONS TO HISPANIC SERVING INSTITUTIONS (HSIs)**

Total awards to HSIs for: Research and Development, Program Evaluation, Training, Facilities and Equipment, Fellowships, Recruitment and IPAs, Student and Tuition Assistance, Scholarships, Administrative/Research, Infrastructure

	Awards to Institutions of Higher Education (IHEs)	Awards to IHEs for Hispanic Activities	Awards to HSIs	Awards to HSIs as a % of total awards to IHEs
FY98	$169,023,716	$3,622,721	$2,371,251	1.4
FY99	$187,652,234	no data reported	$7,430,578	3.9
% change	11.0	--	213.0	

The Office of Administration and Resources Management, EPA Region IX, and the Office of Policy, Economics, and Innovation entered into formal MOUs with two HSIs (University of New Mexico and San Diego State University at Imperial Valley, respectively). These MOUs cover a range of activities focusing particularly on recruitment and curriculum development. The MOUs also included the installation of Office of Personnel Management Federal Employment kiosks.

EPA also signed an MOU with the University of Texas at Brownsville (UTB) and joined a consortium of HSIs that includes UTB, New York's Boricua College, Puerto Rico's Sacred Heart University and Universidad Metropolitana, and Texas A&M Corpus Christi.

- **EMPLOYMENT OF HISPANICS**

	Career Employees	% Hispanic	Non-Career Employees	% Hispanic
FY98	750 of 17,583	4.2	no data provided	-
FY99	809 of 17,927	4.5	1 of 33	3.0

Between September 30, 1998, and September 30, 1999, EPA's Hispanic employment profile increased at a higher rate than did the total agency workforce. While the total EPA population increased slightly by 0.4 percent, Hispanic men increased by 6.2 percent and Hispanic women by 1.6 percent.

EPA's Hispanic population at the GS/GM-15 level increased by 5.1 percent. Hispanic women increased from 11 to 17, or 54.5 percent, and Hispanic men increased from 26 to 28, or 7.6 percent. In the professional ranks, Hispanic men and women are at parity with the national professional Civilian Labor Force (CLF) when all grade levels are combined.

EPA has seen an increase in Hispanics at the senior management level in FY99. Two individuals were promoted to the Senior Executive Service (SES), including EPA's first Latino SES in a Regional Office, and the Agency's first Hispanic Assistant Administrator and its first Latina Deputy Chief of Staff.

The number of Hispanic students participating in EPA's Student Career Experience Program (formerly known as Co-op) increased by nearly 50 percent from FY98 to FY99.

The number of FY99 HACU interns doubled to ten, an increase of 100 percent from FY98 levels.

During FY99, EPA gave 411 fellowship awards to institution of higher education students for a total of $10,161,405. Of these, 12 (or 2.9 percent) went to HSI students for a total of $292,649 (or 2.8 percent) of the total funds.

EPA completed the Manager's Toolkit for Hispanic Recruitment in September 1999 and has made it available to all managers and supervisors. The Toolkit provides a set of resources that EPA programs managers can use to recruit Latino for employment opportunities within EPA.

- **FUTURE INVESTMENTS**

FY00 Performance Plan

In FY00, EPA will focus on implementing its National Hispanic Outreach Strategy.

EPA will continue to negotiate MOUs with HSIs, increase the agency's participation in HACU's National Internship Program, and increase participation of HSIs and individual Hispanic students in EPA research grants, fellowship programs, and scholarship opportunities. EPA will continue to reach out to HSIs and other Hispanic-serving organizations to recruit qualified candidates for the EPA Professional Intern Program. EPA

also commits to increasing the representation of Latino at senior employment levels.

EPA will join the Educational Consortium for Environmental Protection that includes several HSIs as members. In addition, EPA will enter into formal partnerships with a number of prominent Hispanic organization and will cosponsor several conferences and events including the Society of Professional Hispanic Engineers Annual Technical and Training Conference, the National Hispanic Environment and Sustainable Energy Conference, and the first annual Hemispheric Symposium on Hispanic Health, Safety and Environmental Quality of Life being organized in conjunction with the National Safety Council.

In FY00, as part of a current upgrade of its automated grants management system, EPA is planning to develop a mechanism for tracking awards to HSIs, Historically Black Colleges and Universities and Tribal Colleges and Universities. This will facilitate the production and dissemination of quarterly reports, and greatly enhance the Agency's ability to monitor performance and identify structural barriers.

FY01 Performance Plan

The National Hispanic Outreach Strategy provides a flexible framework for EPA's continuing efforts to implement Executive Order 12900. The strategy was designed to complement and augment the agency's Diversity Action Planning process begun two years ago. Each EPA region and program office is operating under a Diversity Action Plan (DAP) to promote a more diverse workforce and improve how the agency communicates with and serves the nation's minority communities. The National Hispanic Outreach Strategy will focus on those aspects of the DAP process related to the nation's Hispanic community.

EPA will seek support for the following activities and initiatives as part of implementing its FY01 performance plan:

--Strengthen collaborative activities with educational consortiums such as HACU and the Educational Consortium for Environmental Protection by developing and launching new Faculty Development and Student Mentoring programs with these organizations. These programs will place HSI or Hispanic faculty members, and graduate students in EPA laboratories and facilities to conduct independent research or participate in ongoing projects;
--Increase HSI participation in EPA grant programs and other opportunities to obtain research funding, scholarships, and fellowships;
--Contribute to the development of new or revised curricular programs and concentrations in the areas of environmental protection, regulation or management at a minimum of three HSIs;
--Involve appropriate HSIs in EPA's effort, in partnership with the National Safety Council, to launch a new public-private coalition focused on the health, safety, and environmental concerns of Hispanic workers and their families;
--Establish a central clearinghouse for all MOUs and other agreements signed with Hispanic organizations and Hispanic serving educational institutions of all levels to promote awareness and facilitate effective implementation; and
--Sponsor or support educational initiatives designed to raise the environmental awareness of Hispanic youth including the development of interactive educational materials for Hispanic

youth that would promote environmental awareness, civic pride, and community involvement.

- **POINT OF CONTACT**

Arturo Garcia Costas
Special Assistant to the Administrator for Administration Resource Management
Environmental Protection Agency
(202) 564-0229

GENERAL SERVICES ADMINISTRATION (GSA)

FY99/00 Annual Performance Report Summary

- **ACTION PLAN ACHIEVEMENTS**

  In FY98, GSA did not identify a concrete action plan with goals and objectives for FY99 and FY00 to measure the improvement towards the educational outcomes for Latinos.

- **PROGRAMS AND ACTIVITIES**

  GSA's Consumer Information Center publishes *Lista de publicaciones federales en español para el consumidor*. The publication directs individuals to specific contacts at federal agencies. The information contained in the pamphlet is categorical--that is, dental, health, housing, travel and hobbies, and mental health.

  GSA's basic authorizing legislation, the Federal Property and Administrative Services Act of 1949, contains no specific authority to utilize agency appropriated funds for grant purposes.

- **CONTRIBUTIONS TO HISPANIC SERVING INSTITUTIONS (HSIs)**

  GSA's Federal Supply Service Program provides surplus property to non-profit organizations, which include Minority Serving Institutions. GSA's Office of Enterprise Development hosted workshops to educate HSI officials on how to acquire surplus federal property through this program.

  GSA does not have the statutory authority to use appropriated funds for grants to HSIs.

- **EMPLOYMENT OF HISPANICS**

	Career Employees	% Hispanic	Non-Career Employees	% Hispanic
FY98	577 of 12,018	4.8	4 of 33	1.2
FY99	719 of 14,230	5.1	data not reported	--

- **FUTURE INVESTMENTS**

  None identified

- **POINT OF CONTACT**

  Kyle Assed
  Congressional Liaison Specialist
  General Services Administration
  (202) 501 3609

NATIONAL AERONAUTICS SPACE ADMINISTRATION (NASA)

FY99/00 Annual Performance Report Summary

- **ACTION PLAN ACHIEVEMENTS**

In FY98, NASA identified several objectives that it planned to achieve in FY99. Specifically, NASA committed to expanding its financial support for Hispanic Serving Institutions (HSIs) and Latino students.

In FY99, NASA reports the following achievements:

--Increased support to HSIs by 23 percent over FY98;
--Provided $3.4 million to support NASA University Research Centers at three Hispanic Serving Institutions;
--Awarded 24 HSIs Partnership Awards to for the Integration of Research into Undergraduate Education; and
--Awarded seven HSIs Institutional Research Awards with a total funding of $3.3 million.

- **PROGRAMS/ACTIVITIES**

Proyecto Access is an eight-week summer mathematics-based academic enrichment program for middle and high school students who are interested in science and engineering careers as practitioners or teachers. The program seeks to develop student skills in the areas of abstract reasoning and problem-solving, which are essential for success in science and engineering and technological fields. The program is conducted on the campuses of 8 HSIs. Program sites are located in the following cities: Bronx, New York; Chicago, Illinois; Denver, Colorado; Jersey City, New Jersey; Las Cruces, New Mexico; Los Angeles, California; Miami, Florida; and Tucson, Arizona. NASA provides $1 million in funding for this program.

The Houston Hispanic Forum Career and Education Day has been held annually for the last 13 years and allows thousands of students to learn about the importance of higher education and to prepare for a successful future. Over 15,000 participants including middle and high school students, parents, educators, universities, corporations, businesses, and government agencies attended this program that featured approximately 80 one-hour panel sessions on careers in science and engineering, information workshops on the college admissions process, financial aid and scholarships, SAT test-taking skills, and preparing college and employment applications. The program culminated with a career fair with over 140 exhibitors, including universities.

The NASA National Space Grant College and Fellowship Program (Space Grant) has a consortia of academic, industrial, and governmental affiliate institutions in the United States, Puerto Rico, and the District of Columbia. The NASA Space Grant supports Hispanic Americans through its Puerto Rico and New Mexico consortia that are led by HSIs. The

Puerto Rico consortium has activities in K-12 science and mathematics, research and higher education, and teacher preparation. They excel in support for the Statewide Systemic Initiative. The New Mexico Space Grant consortium conducts similar activities at the Regional Educator Resource Center, the Las Cruces Museum of Natural History, and the New Mexico Farm and Ranch Heritage Museum.

The Johnson Space Center (JSC) supports the University of Texas at Brownsville South Texas Engineering Math and Science (STEMS) Program for middle and high school students. STEMS is divided by two major components, an academic year program and a summer enrichment program that includes tutoring, mentoring, local field trips, numerous after-school activities, and SAT test-taking workshops. The four-week summer program consists of courses in chemistry, engineering, mathematics/geometry, computers (Powerpoint and Excel), and SAT verbal and mathematics test-taking sessions.

- **CONTRIBUTIONS TO HISPANIC SERVING INSTITUTIONS (HSIs)**

Total awards to HSIs for: Research and Development, Program Evaluation, Training, Facilities and Equipment, Fellowships, Recruitment and IPAs, Student and Tuition Assistance, Scholarships, Administrative Research, Infrastructure

	Awards to Institutions of Higher Education (IHEs)	Awards to IHEs for Hispanic Activities	Awards to HSIs	Awards to HSIs as a % of total awards to IHEs
FY98	$811,552,000	$283,000	$37,792,000	4.7
FY99	$1,035,048,000	no data reported	$46,674,000	4.5
% change	27.0	--	23.0	

In FY99, NASA supported over 8,500 Hispanic students through 206 grants that NASA funds to 28 HSIs and several Hispanic professional associations. NASA also conducted educational forums and made presentations at the major professional conferences sponsored by Hispanics organizations in higher education and mathematics, science, and technology.

NASA's Hispanic Education Program supports HSIs through awards in the areas of University Research Centers (URC); Institutional Research Awards (IRA); Individual Principal Investigator Research Awards; Faculty Awards for Research (FAR); Partnership Awards for Research and Education Programs; and Mathematics and Science Education Awards (MSE).

NASA funded 14 URCs, three of which were located in HSIs. The centers are designed to assist institutions of higher education to achieve a broad-based, competitive aerospace research capability. URCs also encourage minority students to enter the science and technology fields that are related to NASA's mission. The three HSIs that were funded for URCs included the University of New Mexico ($1,460,504); the University of Texas at El Paso ($999,415); and the University of Puerto Rico at Mayaguez ($969,248). The total obligations for HSIs were $3,429,167.

NASA funded 18 Institutional Research Awards (IRAs), seven of which went to HSIs. IRAs are designed to improve the academic, scientific, and technological infrastructure and broaden the NASA-related science and technology base of those institutions served. HSIs receiving IRAs were the University of Texas at El Paso ($408,000); City College of New York ($250,000); California State University at Los Angeles ($750,000); City University of New York ($1,000,000); Florida International University ($500,000); and New Mexico Highlands University ($453,070). The total obligations for IRAs were $3,361,070.

NASA funded 48 Faculty Awards for Research, 16 of which went to HSIs. Faculty Awards for Research are designed to provide support to individual faculty members at minority institutions. They also provide for research and student support and exposure to the NASA Peer Review Process and the opportunity for interaction with NASA researchers and faculty. Awards are generally funded for up to 3 years at approximately $100,000 per award annually. Selections are made on a competitive, merit-based, peer-reviewed process. Sixteen of the 48 awards were new awards including 6 HSIs.

NASA funded 48 Mathematics and Science Education (MSE) awards, 16 of which went to HSIs. MSE awards are designed to provide support to minority institutions by integrating the NASA mission into educational outreach efforts that contribute to the strengthening of the skills, knowledge, and interest of students and teachers in mathematics, science, and technology-based academic programs. Awards are given in three areas: Undergraduate and Graduate Student Support, Teacher Preparation and Enhancement, and Pre-college Activities on the basis of unsolicited and solicited awards. The solicited awards are in the Teacher Preparation and Enhancement and Pre-college Activities areas. Total obligation for MSEs was $6.6 million.

NASA funded nine Mathematics, Science and Technology Awards for Teacher and Curriculum Enhancement Program (MASTAP) awards, three of which went to HSIs (California State University at Dominguez Hills, Heritage College, and Florida International University). The purpose of the MASTAP award is to strengthen teacher education programs at Historically Black Colleges and Universities, HSIs, and Tribal Colleges, and, thereby, increase the number and percentage of certified mathematics, science, and technology teachers who are employed and retained in hard-to-staff schools.

NASA funded 11 Pre-college Awards for Excellence in Mathematics, Science, Engineering, and Technology (PACE/MSET) programs, seven of which went to HSIs. The PACE/MSET program provides minority institutions with an opportunity to develop broad education programs for mathematics, science, and technology at the pre-college level. The programs are a collaborative effort between the minority institution and the school district or nonprofit education organization committed to serving socially and economically disadvantaged and/or disabled students.

In FY99, 24 of the 72 Partnership Awards for the Integration of Research into Undergraduate Education (PAIR) were given to HSIs in research and technology programs. An additional eight training and education projects were funded in the MSE program area. An additional three PAIR Partnership awards were renewed.

NASA's Minority Business Resource Advisory Committee, which consists of business owners/executives and university officials, advises NASA on how to better utilize small and disadvantaged businesses. According to Public Law 101-144, Minority Serving Institutions, including HSIs, qualify for NASA contracts and subcontracts as small and disadvantaged businesses.

Four times each year, NASA holds a course on Training and Development of Small Businesses in Advanced Technologies. It is designed to instruct small and disadvantaged businesses on how to effectively compete for NASA contracts and subcontracts. In FY99, one of the instruction sites chosen was the University of Texas at El Paso, an HSI. In FY00, this training course will be held at the University of Puerto Rico.

- **EMPLOYMENT OF HISPANICS**

	Career Employees	% Hispanic	Non-Career Employees	% Hispanic
FY98	768 of 17,393	4.3	50 of 816	6.1
FY99	802 of 17,163	4.6	97 of 1,365	7.1

The Johnson Space Center (JSC) provided funding to the University of Houston's Urban Experience Program for JSC's Summer Internship Program, which allowed internship opportunities and meaningful work experience for five Hispanic students. The students spent over 10 weeks at JSC and Kennedy Space Center.

- **FUTURE INVESTMENTS**

NASA will undertake the following activities in FY00 and FY01:

--Goal: Facilitate research and development activities at minority institutions that contribute substantially to NASA's mission.

$3.0 million is targeted in support of URCs at HSIs in FY01. The funds will support the three HSIs' research centers for the second year of the second five-year funding phase and other research projects funded by the NASA Strategic Enterprises in support of the NASA Minority University Research and Education Program.

$4.6 million is targeted in support of IRA's at HSIs. The funds will support five IRA Research Projects for the second year of the three-year extension awarded in FY99. IRA selections made in FY00 will be funded by the Strategic Enterprise investment in Minority University Research and Education Programs.

--Goal: Create systemic and sustainable change at minority institutions through partnerships and programs that enhance research and educational outcomes in NASA-related fields.

$2.5 million is targeted in support of Partnership Awards at HSIs. These awards are in response to congressional directives.

--Goal: Prepare faculty and students at minority institutions to successfully participate in the conventional, competitive research and education processes.

$2.7 million is targeted in support of FAR Awards at HSIs. Funding will support first, second and third year awards, as well as funding for Individual Principal Investigator awards selected through the unsolicited award process.

--Goal: Increase, at minority institutions, the number of students prepared to enter college and successfully pursue and complete degrees in NASA-related fields.

Education and Training Awards will support educational projects designed to expose pre-college, pre-freshman, undergraduate, and graduate students as well as in-service teachers, to mathematics, science, engineering, and technology-based courses, enrichment opportunities, and career options.

$10 million is targeted in support of Mathematics and Science Education Awards at HSIs. The awards are a mix of unsolicited awards and awards based on NASA solicitations. The focus areas are undergraduate awards, graduate awards, pre-college awards, and teacher preparation and enhancement awards. Funding will continue for first, second, and third year awards for MASTAP and PACE/MSET programs competitively selected, as well as other unsolicited teacher preparation and pre-college programs. In addition, the funding will sponsor undergraduate and graduate study programs being supported by the NASA Minority University Research and Education Programs at HSIs.

--Goal: Expand outreach efforts by promoting the participation of the NASA Strategic Enterprises and the NASA Centers and Jet Propulsion Laboratory (JPL) at Hispanic conferences and conventions that support the development and recruitment of Hispanics in NASA-related fields.

NASA Strategic Enterprises and NASA Centers and JPL will be encouraged to participate in the following activities:

- Host a workshop at a NASA Center, JPL or in Washington, D.C., which is designed to better acquaint HSIs with NASA's mission and goals and to provide these institutions with technical assistance for better collaboration with NASA;
- Visit HSIs to provide technical assistance in program development, educational outreach and recruitment for NASA Cooperative Education Programs;
- Provide speakers on NASA research and education programs and other topics of interest to the institution;
- Work with student MSET organizations as mentors, tutors, and career advisors;
- Attend Hispanic conferences and conventions to communicate organizational requirements and ways the Hispanic community can contribute to the NASA mission; and
- Distribute announcements of opportunity to Hispanic educational associations and nonprofit organizations and conduct workshops, make presentations, and recruit at organizations such as HACU, the Society of Hispanic Professional Engineers, and the

Society for the Advancement of Chicanos and Native Americans in Science, an organization of higher education that includes Hispanic Ph.D.s.

- **POINTS OF CONTACT**

The following personnel may be contacted for the respective information regarding the preparation of this report.

HSIs

Bettie L. White
Director, Minority University Research
and Education Division
Office of Equal Opportunity Programs
NASA Headquarters
(202) 358-0970

and/or

Millie Mateu
University Programs Specialist
Minority University Research
and Education Division
Office of Equal Opportunity Programs
NASA Headquarters
(202) 358-0954

Hispanic Employment

Fred Dalton
Acting Director, Affirmative Employment
and Diversity Policy Division
Office of Equal Opportunity Programs
NASA Headquarters
(202) 358-0958

and/or

Mike Torres
Equal Opportunity Specialist
Affirmative Employment and
Diversity Policy Division
Office of Equal Opportunity Programs
NASA Headquarters
(202) 358-0937

Future Investments

George E. Reese
Associate Administrator for
Equal Opportunity Programs
NASA Headquarters
(202) 358-2167

and/or

Bettie L. White
Director, Minority University Research
and Education Division
Office of Equal Opportunity Programs
NASA Headquarters
(202) 358-0970

NATIONAL ENDOWMENT FOR THE ARTS (NEA)

FY99/00 Annual Performance Report Summary

- **ACTION PLAN ACHIEVEMENTS**

  In FY98, NEA identified four objectives that it planned to achieve in FY99 and FY00 to improve the educational outcomes of Latinos. NEA did not report progress made on achieving these objectives.

  In FY99, NEA continued existing efforts to increase Latino participation in the arts.

- **PROGRAMS AND ACTIVITIES**

  In FY99, NEA provided over $500,000 in grants to support a variety of programs and activities that seek to increase Latino participation in the arts.

  Below is a listing of the five highest NEA funded programs:

  --Spanish Theatre Repertory Co., Ltd, New York, NY Grant Award: $62,000

  The grant supports an education project entitled "DIGNIDAD: The 21st Century Latino Education and Mentorship Project." The project will offer teacher and student services to combine the humanities, arts, and literature with education. The project will also link dramatic theatre with the education classroom.

  --Taller Puertorriqueño, Inc., Philadelphia, PA Grant Award: $55,000

  The grant supports a multidisciplinary arts and cultural education program to commemorate Taller's 25th anniversary. The program, *Corazon Cultural del Barrio: Taller Turns 25*, includes a series presentations, residencies and an exhibit related to the organization's history of focusing on Puerto Rican and Latino American cultures in the Philadelphia area.

  --Mexican Fine Arts Center Museum, Chicago, IL Grant Award: $50,000

  The grant supports several components of the Museum's Youth Initiative Program. The project will include the production of *Metro Joven*, a weekly one-hour bilingual on-line live radio program and the creation and design of an accompanying quarterly magazine.

  --The University of Houston, Houston, TX Grant Award: $40,000

  The grant supports the *Pioneers of Modern Hispanic Literature* series, a project by Arte Publico Press to restore to print literary works from the 1960s and 70s. The Press will publish and promote the work of authors such as Jaime Carrero, Abelardo Delgado, Angela de Hoyos, and Jose Yglesias, making them once again available to a nationwide audience.

--South Florida Art Center, Inc., Miami Beach, FL Grant Award: $35,000

The grant supports the Art Center's "School to Work Initiative" for elementary, middle, and high school children in Miami-Dade County Public Schools. The "Art Adventures" program for elementary and middle school children introduces students to the possibilities of careers in the visual arts, while the "Arts Edge" for high school students provides training in the arts.

- **CONTRIBUTIONS TO HISPANIC SERVING INSTITUTIONS (HSIS)**

Total awards to HSIs for: Research and Development, Program Evaluation, Training, Facilities and Equipment, Fellowships, Recruitment and IPAs, Student and Tuition Assistance, Scholarships, Administrative/Research, Infrastructure

	Awards to Institutions of Higher Education (IHEs)	Awards to IHEs for Hispanic Activities	Awards to HSIs	Awards to HSIs as a % of total awards to IHEs
FY98	$2,900,000	$88,000	$101,000	3.48
FY99	$2,742,000	$79,000	$60,000	2.2
% change	(5.4)	(10.0)	(40.0)	

- **EMPLOYMENT OF HISPANICS**

	Career Employees	% Hispanic	Non-Career Employees	% Hispanic
FY98	1 of 135	0.7	no data reported	-
FY99	4 of 147	2.7	1 of 6	16.0

- **FUTURE INVESTMENTS**

NEA will undertake the following activities in FY00 and FY01:

NEA will host two Hispanic college students participating in the Hispanic Association of Colleges and Universities National Internship Program.

NEA will explore developing a partnership with the National Hispanic Foundation for the Arts to see how it can better serve its constituencies.

- **POINT OF CONTACT**

Silvio Lim
Division Administrator
National Endowment for the Arts
(202) 682-5727

NATIONAL ENDOWMENT FOR THE HUMANITIES (NEH)

FY99/00 Annual Performance Report Summary

- **ACTION PLAN ACHIEVEMENTS**

In FY98, NEH identified several objectives that it planned to achieve in FY99 and FY00 to increase education and employment opportunities for the Latino community. Specifically, NEH reported that it would work to develop a coordinated approach to support Minority Serving Institutions (MSIs), including Hispanic Serving Institutions (HSIs).

In FY99, NEH reported the following achievements:

--Developed a Minority Serving Institutions (MSIs) grant program entitled "Extending the Reach." Faculty research grants and institutional grants will support greater participation of MSIs in the Humanities fields; and
--Increased its support to HSIs by 4 percent over FY98

- **PROGRAMS AND ACTIVITIES**

NEH senior managers developed a comprehensive plan to reach populations and geographic areas that had previously received little NEH support, and designed new programs to address the Presidential Orders concerning federal support for Hispanic Americans, historically black, and tribal colleges and universities. NEH will implement the new grant program during FY00.

NEH engaged in direct outreach to cultural organizations and institutions of higher education in Puerto Rico as specified in its 1998 White House Initiative Plan and continued to provide technical assistance to colleges and universities through its local affiliate, the Puerto Rico Foundation for the Humanities.

A senior NEH program officer met over a period of four days in May 1999 with key educational and cultural leaders of Puerto Rican humanities organizations, including archives, libraries, academic institutions, museums and cultural institutions. Participating in this series of meetings were the Oral History Center of the Inter-American University in San Juan; the Fundación Luis Muñoz Marín library and archive, which hosted 25 archivists and librarians interested in NEH grants; the Fundación Luis Muñoz Marín museum; the University of the Sacred Heart; the Center for Advanced Studies of Puerto Rico and the Caribbean; the Museum of the Americas; Universidad Metropolitana, which hosted 11 representatives from area academic institutions; the Library of the University of Puerto Rico; the Casa del Libro; and the Museo de Arte de Puerto Rico.

The staff from the participating organizations discussed a number of specific projects that they will apply for NEH funding in the coming fiscal year. These meetings provided information about NEH programs to participants and elicited important information from

them about their grant-making needs. NEH will use this information to help design technical assistance workshops scheduled to take place in Puerto Rico in spring 2000. The discussions and the upcoming workshop will inform the Endowment's outreach plans and technical assistance for organizations on the island.

"Web de Anza: An Interactive Study Environment on Spanish Exploration and Colonization of 'Alta California' 1774-1776," was developed by the University of Oregon with a $165,000 grant from NEH. The Website **(http://anza.uoregon.edu/teacher.html)** provides students and scholars with primary source documents and multimedia resources covering Juan Bautista de Anza's two overland expeditions from the Sonoran desert to northern California. Also available on the Website are original journals from the archives and an interactive center for teachers.

With NEH funding of $24,986, the "Abuela" project will make it possible for Motheread, Inc. to develop a new curriculum, using Latino children's literature, for dissemination to 275 literacy instructors in the agency's national network, (which encompasses community college teachers, Title 1 elementary schools, state and local family service agencies, and childcare centers). Motheread, Inc., a national leader in family literacy education, specializes in working with parents and children.

In FY99, NEH awarded the Center for Applied Linguistics a $167,000 grant to conduct "Building the Knowledge and Expertise of Spanish Teachers to Heritage Spanish Speakers," a summer institute for teachers. The institute will continue NEH's long-term initiatives focused on Spanish heritage learners. Through an intensive four-week study of Hispanic culture, literature and dialects, the institute will help 30 middle and high school Spanish teachers to strengthen the courses they teach.

During FY99, NEH awarded California State University at Long Beach, a Challenge Grant of $375,000 to support the "Heritage Language and Culture Program." This grant will help endow a program in which local languages and cultures will be used as central assets in the study of foreign languages and cultures.

In FY99, NEH grants (totaling $898,677) to institutions of higher education other than HSIs, continued to support Hispanic-related activities in humanities education, research, preservation and public programs. Many of these projects will help preserve and make available to scholars, teachers, students, and members of the general public the richness of the global Hispanic heritage. A number of these awards will support research by individual scholars.

NEH grants supported Hispanic-related educational activities in schools and in public institutions. For example, the Granite School District in Salt Lake City Utah, received an award of $31,000 to plan a project on "Fostering Diversity Using Digital Technology" that will integrate Hispanic Studies into the humanities curriculum using digital technology; while the International Folk Art Foundation of Santa Fe, New Mexico received $39,300 to plan an exhibition about Spanish majolica china in the context of Hispanic history and culture.

- **CONTRIBUTIONS TO HISPANIC SERVING INSTITUTIONS (HSIs)**

Total awards to HSIs for: Research and Development, Program Evaluation, Training, Facilities and Equipment, Fellowships, Recruitment and IPAs, Student and Tuition Assistance, Scholarships, Administrative/Research, Infrastructure

	Awards to Institutions of Higher Education (IHEs)	Awards to IHEs for Hispanic Activities	Awards to HSIs	Awards to HSIs as a % of total awards to IHEs
FY98	$31,240,634	$522,813	$745,857	2.0%
FY99	$33,652,522	$896,677	$774,892	2.3%
% change	7.7	7.1	3.9	

New Mexico State University at Las Cruces received $100,000 toward a Challenge grant of $450,000 that will be matched with $1,350,000 in non-federal contributions for a total of $1.8 million. These funds will endow an institute that will promote humanities research, education, and outreach, with special emphasis on understanding New Mexico's multicultural heritage.

Funds totaling $53,350 enabled 16 teachers affiliated with 13 HSIs to attend NEH-supported summer institutes and seminars. The HSIs represented were Whittier College, Rio Hondo College, the University of LaVerne, California State University at Bakersfield, Chico, Fresno and Los Angeles (CA); the University of Texas at El Paso, the University of Houston (TX); CUNY Borough of Manhattan Community College (NY); Florida International University; the University of Miami (FL); and the Inter American University of Puerto Rico (PR).

The University of New Mexico received a grant for $328,564 for an "Online Archive of New Mexico." This award will support the creation of an Internet-accessible database of archival finding aids and catalog records that will provide access to collections held in four repositories in New Mexico that document New Mexico's history and culture.

The Puerto Rico Foundation for the Humanities, the NEH-funded affiliate in Puerto Rico, provided $66,905 to higher education institutions in Puerto Rico in FY99.

- **EMPLOYMENT OF HISPANICS**

	Career Employees	% Hispanic	Non-Career Employees	% Hispanic
FY98	3 of 156	1.9	1 of 1	100.0
FY99	4 of 162	2.5	0 of 4	--

- **FUTURE INVESTMENTS**

NEH will undertake the following activities in FY00 and FY01:

NEH will widely disseminate information about its programs that can serve as models for reaching Hispanic scholars and audiences.

NEH will disseminate information about two new grant opportunities designed especially to reach Minority Serving Institutions (see below). Three NEH staff members will conduct outreach and provide technical assistance in person and by telephone to individuals applying for the new grants.

"Extending the Reach: Faculty Study at Historically Black, Hispanic, and Tribal Colleges" is a new program designed to strengthen faculty research in the humanities. Grants of up to $24,000 may be awarded to an individual researcher or to two scholars working on a joint project.

"Extending the Reach: Institutional Grants to Historically Black, Hispanic Serving, and Tribal Colleges and Universities" will support institutional initiatives in humanities teaching, research, or lifelong learning. These awards of up to $25,000 may be used to help strengthen the humanities content of existing programs or to enhance an institution's humanities' infrastructure. For example, funds may be used for consultants or feasibility studies that will help refine or develop new humanities programs or fund-raising activities. Funds may be used for library materials, computer software and hardware, or for staff or faculty training in the use of these and other humanities materials.

NEH will participate in the HACU internship program, seeking to attract two students for summer 2000.

- **POINT OF CONTACT**

Frank Shaw
Office of Strategic Planning
National Endowment for the Humanities
(202) 606-8428

NATIONAL SCIENCE FOUNDATION (NSF)

FY99/00 Annual Performance Report Summary

- **ACTION PLAN ACHIEVEMENTS**

In FY98, NSF reported several objectives that it planned to achieve in FY99 and FY00. Specifically, NSF committed to strengthening its support for Latinos and other minority groups in the science, mathematics and technology fields.

In FY99, NSF reported the following achievements:

--Increased its support to Hispanic Serving Institutions (HSIs) by 32 percent over FY98.
--Developed recruitment plan that instructed all NSF directors and offices to address diversity issues.

- **PROGRAMS AND ACTIVITIES**

The Urban System Program (USP) is a K-12 based mathematics and science program that promotes systemic reform of science and mathematics education for all students, and was developed to extend support to urban school districts. The USP derives from the merger of the NSF's Urban Systemic Initiative (USI) and the Comprehensive Partnerships for Mathematics and Science Achievement (CPMSA). Total funding for USP projects was $80.64 million (FY98 funding: $75.15 million). Sixteen project sites were located in urban areas with significant populations of Hispanic students enrolled in school systems (Los Angeles, CA; San Diego, CA; San Antonio, Texas; El Paso, Texas; Dallas, Texas; Miami, Florida; New York, New York; Chicago, Illinois; Phoenix, Arizona; Brownsville, Texas; Houston, Texas; Denver, Colorado; East Side Union School District; Paramount Unified School District; Laredo, Texas; and Oakland, California).

The Rural Systemic Initiative (RSI) provided $14.54 million (FY98 funding: $10.5 million) to support 7 projects in rural and economically disadvantaged regions. RSI projects require large-scale community partnerships to encourage and sustain improvements in science, mathematics, and technology curriculum and instruction at the K-12 level. In the UCAN project (Utah-Colorado-Arizona, New Mexico), approximately 13,000 Hispanic K-12 students attend public schools that participate in UCAN-sponsored activities.

The Louis Stokes' Alliances for Minority Participation (LSAMP) provided $26.37 million (FY98 funding: $26.26 million) to support activities that will encourage the production of baccalaureate degrees earned by underrepresented students in science, mathematics, and engineering by utilizing the resources of a broad range of organizations from academic, federal, industrial and private sectors. Hispanic participation in LSAMP activities during academic year 1998 was 92,421 or 50 percent of total LSAMP enrollment. LSAMP projects focusing on Hispanic students include: The University of Texas System Alliance; California Alliances for Minority Participation; Puerto Rico Alliance; and the New Mexico Alliance.

Centers for Research Excellence in Science and Technology (CREST) provided $8.81 million in FY99 (FY98 funding: $8.61 million) to support eight centers, each of which serve as a hub for conducting competitive research at the most productive minority institutions, including those that produce doctoral students in the science, mathematics, engineering, and technology (SMET) fields. The centers also serve as models for the integration of education and research and engage in interdisciplinary activities.

Three large-scale project centers that focus on Hispanic students are:
--The Materials Research Center of Excellence at the University of Texas at El Paso;
--The Distributed Computing: Theory, Development and Application Center, managed jointly by Florida A&M University and Florida International University; and
--The Center for the Study of Light Matter Interaction in Photonic Materials at New Mexico Highlands

Collaboratives for Excellence in Teacher Preparation (CETP) provided $27.73 million to support projects that develop models and methods for reform of K-12 teacher education. Projects are collaborative efforts among disciplinary faculty and educators in SMET and two- and four-year colleges and universities. Continuing collaborative projects that affect Hispanic students are located in New Mexico, California, and Arizona.

- **CONTRIBUTIONS TO HISPANIC SERVING INSTITUTIONS (HSIs)**

Total awards to HSIs for: Research and Development, Program Evaluation, Training, Facilities and Equipment, Fellowships, Recruitment and IPAs, Student and Tuition Assistance, Scholarships, Administrative/Research, Infrastructure

	Awards to Institutions of Higher Education (IHEs)	Awards to IHEs for Hispanic Activities	Awards to HSIs	Awards to HSIs as a % of total awards to IHEs
FY98	$2,396,778,000	no data reported	$43,066,000	1.8
FY99	$2,691,820,000	no data reported	$56,950,000	2.11
% change	12.3	--	32.0	

The Computer and Information Science and Engineering Minority Institutions Infrastructure program provided $2.17 million to support efforts at 13 HSIs, aimed at the expansion of the number of minority students enrolled in the science and engineering fields. The program considers a variety of activities including, but not limited to, research programs involving minority students, curriculum development projects, mentoring, and outreach.

The Faculty Early Career Development (CAREER) Program is designed for new faculty who intend to build academic careers involving research and education, and who can infuse their research discoveries with education practice. In FY99, $1.23 million supported 18 awards to HSIs.

The Model Institutions for Excellence (MIE) program aims to increase the number of minorities in SMET disciplines, and provides funds and technical assistance to help grantee institutions improve their facilities. MIE institutions concentrate on student counseling,

academic enrichment, and research opportunities. In FY99, $4.68 million supported two HSIs, Universidad Metropolitana and the University of Texas at El Paso.

- **EMPLOYMENT OF HISPANICS**

	Career Employees	% Hispanic	Non-Career Employees	% Hispanic
FY98	19 of 1,103	1.7	9 of 233	3.8
FY99	17 of 1,058	1.61	16 of 272	5.88

NSF advertises employment opportunities through the Internet and Hispanic publications, and by disseminating employment information at national conferences of Hispanic professional organizations.

NSF participated in the Hispanic Association of Colleges and Universities (HACU) National Internship Program. In FY99, NSF supported 10 HACU interns.

NSF supports the Quality of Education for Minorities Network Summer Internship Program.

The Program is designed to provide undergraduate and graduate students the opportunity to interact with agencies and organizations involved in making science policy and to expose them to science education issues and programs related to the education of minorities. In FY99, two of the five students assigned to NSF were Hispanic.

NSF hired 3 Hispanics through the Student Employment Program.

- **FUTURE INVESTMENTS**

NSF will undertake the following activities in FY00 and FY01:

NSF expects to continue supporting systemic reform of K-12 mathematics and science education in urban and rural districts with significant Hispanic student populations. Approximately $100 million is requested in FY01 to support the USP and RSI program efforts. Priority continues to be placed on supporting high quality, standards-based instructional materials and teacher professional development.

Activities to ensure access to quality undergraduate and graduate education opportunities for Hispanics will remain a priority for NSF. Approximately $38.25 million is requested in FY01 to support the LSAMP and MIE programs.

Support for a four- year project designed by Educause under NSF's Advanced Networking Infrastructure and Research program will continue into FY03. Expected total NSF support will be $5.97 million to prepare minority institutions (HSIs, Historically Black Colleges and Universities, and Tribal Colleges) for participation in national advanced networking initiatives, including Internet2 and Next Generation Internet efforts. Funds will continue to support the preparation of faculty and students in the use of high performance networks.

NSF will continue its participation in the National Summer Intern Program of the Hispanic Association of Colleges and Universities.

NSF will again host a major workshop at the 2000 National Conference of the Society for the Advancement of Chicanos and Native Americans in Science (SACNAS). The workshop is designed to provide conference participants information about NSF grant programs as well as opportunities for participants to talk to NSF officials about research and education programs.

- **POINT OF CONTACT**

Judith Sunley
Interim Assistant Director for Education and Human Resources
National Science Foundation
(703) 306-1606

OFFICE OF PERSONNEL MANAGEMENT (OPM)

FY99/00 Annual Performance Report Summary

- **ACTION PLAN ACHIEVEMENTS**

In FY98, OPM reported that it would continue its efforts to increase the number of Hispanics employed within its own workforce and throughout the federal government. Through its internal "10 Point Plan, and through the government-wide "Nine-Point Plan," OPM committed to providing direct outreach on employment opportunities to federal agencies, Hispanic Serving Institutions (HSIs), and Hispanic professional organizations.

In FY99, OPM reported the following achievements:

--Developed the "OPM Intern Program"; and
--Entered into a Memorandum of Understanding with the League of United Latin American Citizens to support and improve employment and career development opportunities for Latinos in the federal government.

- **PROGRAMS AND ACTIVITIES**

OPM developed the "OPM Intern Program." The 2-year program was designed to fast track interns in their professional career. Interns are provided the opportunity to participate in various developmental rotational assignments throughout the agency. In FY99, Hispanics represented 33 percent of program's participants.

OPM promoted its Hispanic employment initiatives through an intensive outreach campaign that included the following:

--Hosting media events with U.S. Congress members, federal agency senior officials, HSIs, and national Hispanic professional organizations;
--Creating a new bilingual radio actuality line;
--Writing press releases in Spanish and English;
--Creating an OPM web page on Hispanic initiatives;
--Producing a brochure on OPM's "Hispanic Employment Initiative";
--Enlisting the support of Hispanic national organizations;
--Establishing new relationships with members of the national and local Hispanic media;
--Placing advertisements in Hispanic newspaper and magazines; and
--Participating in Hispanic professional conferences.

OPM helped plan and conduct two national Hispanic Senior Executive Service summits. The summits brought together Hispanic senior executives and other Administration officials to address the problem of Hispanic representation in senior civil service positions.

OPM signed a partnership agreement with the League of United Latino American Citizens (LULAC). The agreement commits OPM and LULAC to support and improve employment and career development opportunities for Hispanics in the federal government.

OPM helped facilitate the formation of the Executive Forum of Hispanic Executives. The Forum is comprised of 39 career Hispanic senior executives that undertake critical initiatives, which support OPM's Hispanic employment initiatives.

- **CONTRIBUTIONS TO HISPANIC SERVING INSTITUTIONS (HSIs)**

Total awards to HSIs for: Research and Development, Program Evaluation, Training, Facilities and Equipment, Fellowships, Recruitment and IPAs, Student and Tuition Assistance, Scholarships, Administrative/Research, Infrastructure

	Awards to Institutions of Higher Education (IHEs)	Awards to IHEs for Hispanic Activities	Awards to HSIs	Awards to HSIs as a % of total awards to IHEs
FY98	$136,250	no data reported	$72,250	53.0
FY99	$722,000	no data reported	$3,619*	0.5
% change	429.0	--		

*Does not include OPM's sponsorship of 18 employment kiosks at member institutions of the Hispanic Association of Colleges and Universities (HACU). Total funding for employment kiosks placed at HACU institutions was $234,000.

OPM awarded two contracts to the Hispanic Association of Colleges and Universities (HACU) to provide recruitment and screening services for referrals and interns for developmental assignments under the HACU National Internship Program. The contracts resulted in OPM sponsoring 33 HACU interns, six of whom returned for one or more program semesters. OPM increased the number of HACU interns it sponsored by 32.

OPM placed employment kiosks at 10 HACU Institutions, some of which are HSIs. OPM has sponsored a total of 18 kiosks, which provide up-to-date information on federal employment opportunities.

- **EMPLOYMENT OF HISPANICS**

	Career Employees	% Hispanic	Non-Career Employees	% Hispanic
FY98	102 of 3,722	2.7	2 of 19	10.5
FY99	122 of 3,443	3.5	10 of 193	5.1

As part of its "Ten Point Employment of Hispanic Plan," OPM accomplished the following in FY99:

--Posted 87 percent of its job vacancy announcements on the Internet as opposed to 35 percent in FY98;

--Hired eight Hispanics under the Luevano Consent Decree (that is: Bilingual/Bicultural and Outstanding Scholars special hiring authorities);
--Recruited Hispanic students and recent graduates who were interested in participating in OPM's student employment programs. In FY99, 29 percent of HACU Interns were converted into the Student Temporary Employment Program or positions, Law Clark Trainees, or permanent status employees; two Hispanics participated in the Federal D.C. Summer Employment Initiative; two Hispanics were hired as a Presidential Management Interns; and one Hispanic was hired through the Co-Op program;
--Encouraged Hispanic employees to apply for career development training opportunities. In FY99, 6.3 percent of Hispanic employees received training as opposed to no Hispanics in FY98; and
--Held a meeting for 256 OPM supervisors to raise awareness about the role and responsibility for meeting OPM's strategic goals, including the recruitment and development of a diverse workforce.

- **FUTURE INVESTMENTS**

OPM will undertake the following activities in FY00 and FY01:

OPM's investments for improving the educational and employment outcomes of Latino include continuing the use of recruitment initiatives such as the HACU National Internship Program, the Welfare-to-Work program, and the Workforce Training Programs. In addition, managers will work more closely with the Hispanic Employment Program Manager (HEPM) to review potential candidates from HSIs as well as providing the HEPM with copies of recruitment announcements to target underrepresented populations.

OPM will award a five-year contract to HACU to provide recruitment and screening services for referrals and interns for developmental assignments under the HACU National Internship Program for the period of January 2000 through December 2005. The contract award is estimated at a value of $1.8 million dollars. This will allow OPM to continue its participation in providing mentoring, training and internships to Latino students.

OPM will develop a database system to facilitate its communication efforts with members of the media and Hispanic organizations.

- **POINT OF CONTACT**

Melissa Rodriguez
Hispanic Employment Program Manager
Office of Personnel Management
(202) 606-1786

SMALL BUSINESS ADMINISTRATION (SBA)

FY99/00 Annual Performance Report Summary

- **ACTION PLAN ACHIEVEMENTS**

In FY98, SBA reported several objectives that it planned to undertake in FY99. Specifically, SBA committed to increasing business services rendered to the Latino community and strengthening its partnerships with Hispanic Serving Institutions (HSIs) and Latino advocacy organizations.

In FY99, SBA reported the following achievements:

--Increased support to HSIs by 135 percent over FY98;
--Created 35 new partnerships with Hispanic organizations to raise awareness about SBA's resources available to small Hispanic-owned businesses;
--Opened the first completely bilingual Business Information Center in Lawrence, Massachusetts; and
--Increased by 10 percent the number of Hispanic entrepreneurs served by SBA's Small Business Development Centers, Office of Women's Business Ownership, Service Corps of Retired Executives (SCORE) chapters, and Business Information Centers.

- **PROGRAMS AND ACTIVITIES**

SBA increased by 10 percent the number of Hispanic entrepreneurs and potential entrepreneurs served by the following programs:

--Small Business Development Centers (SBDC), a public/private partnership program that provides management and technical assistance for pre-venture entrepreneurs and small businesses through counseling and training. The total number of Hispanics served in FY99 was 33,664.
--The Office of Women's Business Ownership (OWBO) Program provides women business owners access to technical, counseling, and training services at more than 60 women's business centers in 36 states and Washington, D.C.
--Business Information Centers (BICs) offer businesses access to state-of-the art computer hardware and software at these centers. BICs also offer business management counseling to business people through a network of retired business executives who comprise the SCORE.

SBA developed 35 new partnerships with various Hispanic organizations to increase Hispanic awareness and participation in all of SBA's programs. SBA also partnered with 11 Hispanic organizations to establish hyperlinks on their Internet sites to provide information about SBA programs that can assist the Latino business community.

SBA opened the first completely bilingual BIC in Lawrence, Massachusetts. BICs offer a one-stop location where small business entrepreneurs can receive assistance and advice. The centers provide computer hardware and software, business management counseling by retired business executives and assist entrepreneurs on a variety of business planning topics. All business services are free of charge.

Most of the information on-line regarding the Women's Business Center was made available in Spanish. The on-line full-service training Website **(http://www.onlinewbc.org)** is free, interactive, and completely devoted to the needs of women business owners. It uses the business expertise and best practices of 69 community-based WBCs in 38 states, Washington, D.C. and Puerto Rico to provide women entrepreneurs with business principles, management techniques, networking, and information about SBA services, market research, and technology training.

SBA licensed a venture capital company, Capital International, that will focus its investments activity on Hispanic owned or managed businesses—a market that has difficulty obtaining access to venture capital. The company was established with $5 million in private funds.

SBA made 1,993 loans to Hispanics in the top 12 Hispanic markets and 3,751 loans to Hispanics overall or 8 percent of total SBA loans.

- **CONTRIBUTIONS TO HISPANIC SERVING INSTITUTIONS (HSIs)**

Total awards to HSIs for: Research and Development, Program Evaluation, Training, Facilities and Equipment, Fellowships, Recruitment and IPAs, Student and Tuition Assistance, Scholarships, Administrative/Research, Infrastructure

	Awards to Institutions of Higher Education (IHEs)	Awards to IHEs for Hispanic Activities	Awards to HSIs	Awards to HSIs as a % of total awards to IHEs
FY98	$56,072,274	no data reported	$3,140,664	5.6
FY99	$103,655,000	no data reported	$7,397,000	7.14
% change	85.0	--	135.0	

- **EMPLOYMENT OF HISPANICS**

	Career Employees	% Hispanic	Non-Career Employees	% Hispanic
FY98	330 of 3548	9.3	no data reported	--
FY99	323 of 3448	9.4	102 of 907	11.3

SBA's Hispanic Employment Program Manager (HEPM) works to assess SBA's effort to recruit Latinos. The HEPM provides information and assistance to high school and college students, faculty members and those in the Hispanic community who are seeking federal employment. The HEPM also attends various national conferences of Hispanic professional organizations to provide information about SBA employment opportunities.

In FY99, Hispanics represented 21 percent of the employees hired through the Student Employment Program.

- **FUTURE INVESTMENTS**

SBA will undertake the following activities in FY00 and FY01:

SBA will continue its efforts to increase Hispanic awareness and participation in its programs by working to achieve the following goals:

--Setting aggressive goals for increasing the participation of Hispanics in SBA entrepreneurial training programs. SBA will work to increase by 10 percent, the number of Hispanics counseled and trained by SBDCs;
--Pursuing and creating new partnerships with businesses and civic associations to increase awareness of SBA's programs and services within the Hispanic community;
--Developing and expanding a new SBA program entitled BusinessLINC, that will promote learning, information, networking and collaboration between large businesses and small businesses through one-on-one business development help;
--Providing extensive national outreach and educational training to Small Disadvantaged Businesses (SDBs) on the certification requirement and procurement benefits relating to the SDB program;
--Achieving a 10 percent level of funding for HSIs as a portion of total SBA awards to institutions of higher education; and
--Opening up two One Stop Capital Shops in the new Empowerment Zones.

- **POINT OF CONTACT**

Bettie Baca
Counselor to the Administrator
Small Business Administration
(202) 205-2469

Myisha Frazier
Small Business Administration
(202) 205-6806

SMITHSONIAN INSTITUTION

FY99/00 Annual Performance Report Summary

- **ACTION PLAN ACHIEVEMENTS**

In FY98, the Smithsonian Institution committed to continuing its efforts to provide education and employment opportunities for the Latino community. The Smithsonian identified three objectives that it planned to achieve in FY99 and FY00.

In FY99, the Smithsonian Institution reported the following achievements:

--The Smithsonian Center for Latino Initiatives developed a Website that provides valuable information about Latino art collections and cultural events;
--The Smithsonian Center for Latino Initiatives developed "Americanos," a photographic exhibit of the Latino Community; and
--The Smithsonian Institution reached its goal of placing eight Latino students in its co-op employment program.

- **PROGRAMS AND ACTIVITIES**

In FY99, the Smithsonian Institution offered 30 different lectures, tours, workshops, and other programs commemorating *Hispanic Heritage Month.* These programs were publicized in a bilingual *Schedule of Events*, which was mailed to individuals and organizations throughout the greater Washington area. Collectively, the *Hispanic Heritage Month* events drew audiences of more than 6,000 students and adults eager to learn about Hispanic art, music, literature, politics, history, and culture.

The National Portrait Gallery and the Smithsonian Office of Education and Center for Museum Studies offered a workshop for Washington, D.C. area high school students on the subject of Afro-Latino literature. The program featured three prominent U.S. Afro-Latino authors, Piri Thomas, Junot Díaz, and Loida Marita Perez, who read their works and discussed them with the students. Students were also given the opportunity to discuss their own writings with the authors.

The Hirshhorn Museum and Sculpture Garden initiated a family art adventure where participants search for and learn about works by Hispanic artists in the museum's collections. Several hundred families have participated in this ongoing program since its inception in September 1999.

The Smithsonian Office of Education and Center for Museum Studies sponsors "Diversity, Leadership and Museums," an annual five-day seminar that explores diversity issues in museums and provides training to enhance participants' leadership skills and competencies. The program seeks to expand the diversity of staff in leadership positions in the nation's museums. The curriculum emphasizes problem-solving strategies, team building techniques, and communication skills. In the 1999 program, six of the 25 participants were Hispanic.

The National Air and Space Museum offered day-long workshops to teachers from the Washington, D.C. area. Scholarships to partner schools serving Hispanic students were also awarded. The Museum works with several schools in the Washington, D.C. on programs focusing on the achievements of Hispanic aviators.

The Smithsonian Institution's Traveling Exhibition Service distributed a poster version of the exhibit *Americanos* to 5,000 schools across the nation.

A series of Saturday workshops for teachers at Arizona's Santa Cruz River Valley was held at the Smithsonian Institution's Whipple Observatory during the 1998-1999 academic year to address the special needs and limitations of a school system serving a primarily Hispanic and rural population.

The National Zoological Park supports a research and educational program that trains young Latinos to enhance outreach activities to the Latino community.

- **CONTRIBUTIONS TO HISPANIC SERVING INSTITUTIONS (HSIs)**

The Smithsonian does not award grants to institutions of higher education in general or to HSIs in particular. However, it is engaged in collaborations and partnerships.

--Support for Hispanics in Higher Education

The Center for Latino Initiatives **(http://www.latino.si.edu)** continues to sponsor the Inter-University Program Latino Graduate Training Seminar *Interpreting Latino Cultures: Research and Museums*. Hispanic graduate students attend the seminar to explore issues of representation and interpretation of cultural materials and traditions in museums, followed by five ten-week fellowships and one ten-week internship. Fourteen Hispanic students participated in the 1999 program.

The Latino Studies Fellowship Program offers awards to Latino pre-doctoral students and postdoctoral or senior scholars to pursue research related to Latino history, art, and culture using Smithsonian resources as well as through extended field work. Through this program, 11 fellowships have been awarded to outstanding students and scholars.

The Office of Fellowships and Grants **(http:// www.si.edu/research+study)** provides opportunities for undergraduate and beginning graduate students to participate in a variety of on-going research and museum-related activities, under the supervision of Smithsonian Institution staff, through the Minority Internship Program. Approximately 33 percent of the awards are made to Hispanic students each year. In FY99, the Smithsonian Office of Education's Center for Museum Studies sponsored 544 interns of which 9.7 percent were Hispanic.

Fellowships and internships at the Smithsonian Institution are advertised broadly. Targeted publicity efforts include advertising in Latino-related publications and participating in

Latino-related conferences. Special mailings are made to HSIs and Latino Studies departments and centers at various universities.

- **EMPLOYMENT OF HISPANICS**

	Career Employees	% Hispanic	Non-Career Employees	% Hispanic
FY98	243 of 3,934	6.4	34 of 395	8.6
FY99	304 of 5,557	5.4	61 of 1,101	5.5

The Smithsonian is utilizing the Student Employment Program (Cooperative Education) as a tool for recruiting Latinos into the workforce. In FY99, the Smithsonian Institution had 8 Latino co-op students working in various Smithsonian museums and research institutes.

In FY99, 38 percent of the Hispanic employees received career development training. Training included attendance at numerous professional conferences, and enrollment in technical, management and computer training classes.

- **FUTURE INVESTMENTS**

The Smithsonian Institutions will undertake the following activities in FY00 and FY01:

The Smithsonian Institution will continue current activities that address the education and employment needs of Latinos.

The Smithsonian Institution will continue to monitor progress toward the goals established in the 1997 Latino Employment Plan by providing increased Cooperative Education opportunities. In FY00, the Smithsonian expects to reach its goal of placing 10 Latino students in the Co-op program. Employment practices will continue to be reviewed with an effort toward increasing the number of Latinos serving internships and fellowships and offered employment opportunities.

The National Zoological Park will partner with the Adams-Morgan Latino community located in Washington, DC to help set up a science-oriented program. Program activities will be taught by members of the Adams-Morgan Latino community.

- **POINT OF CONTACT**

Ann Bay
Director, Smithsonian Center for Education and Museum Studies
Smithsonian Institution
(202) 357-2111

SOCIAL SECURITY ADMINISTRATION (SSA)

FY99/00 Annual Performance Report Summary

- **ACTION PLAN ACHIEVEMENTS**

  In FY98, SSA did not identify a concrete action plan with goals and objectives for FY99 and FY00 to measure the improvement towards the educational outcomes for Latinos. SSA indicated that it would continue existing programs and activities.

  In FY99, SSA continued existing programs and activities that are working to improve the educational outcomes of Latinos.

- **PROGRAMS AND ACTIVITIES**

  SSA publishes *El Correo*, a monthly newsletter written in Spanish that provides pertinent information about SSA programs. The newsletter is distributed to 76 television stations and 6,000 Spanish language radio stations. It is also sent to Hispanic advocacy groups and organizations across the country.

  Additional outreach efforts include translating benefits statements and notices into Spanish and maintaining and developing partnerships with Hispanic advocacy organizations.

  SSA's Hispanic Affairs Advisory Council meets regularly with the SSA Commissioner to assess and improve agency outreach efforts to the Latino community.

- **CONTRIBUTIONS TO HISPANIC SERVING INSTITUTIONS (HSIs)**

  No data reported

- **EMPLOYMENT OF HISPANICS**

	Career Employees	% Hispanic	Non-Career Employees	% Hispanic
FY98	5,177 of 61,671	8.39	1 of 15*	6.0
FY99	5,596 of 60,901	9.2	271 of 1,898**	14.0

**Schedule C employees only.*

***Includes employees who are hired for a specific time period to process a cyclical or one-time workload in addition to Schedule C appointees.*

In FY98 and FY99, 25 percent of new SSA hires were Hispanic.

In FY99, 28 percent of SSA new hires were bilingual and 78 percent of these new hires were Spanish speaking. Over the last four fiscal years, 32 percent of SSA new hires were bilingual and 79 percent were Spanish speaking.

- **FUTURE INVESTMENTS**

  SSA will undertake the following activities in FY00 and FY01:

  SSA will continue current activities that can assist the Latino community.
  SSA will work to collect information on contract awards to HSIs.

- **POINT OF CONTACT**

  Mark Anderson
  Director, Office of Civil Rights and Equal Opportunity
  Social Security Administration
  (410) 965-1977

APPENDIX A

DEPARTMENT OF EDUCATION

FY99/00 Annual Performance Report

In response to Executive Order 12900 and the growing number of Hispanic children in our schools, the Department of Education is working hard to ensure that Hispanic students have access to the educational opportunities they need to achieve to challenging standards and to be successful in school and beyond. To reach this goal, the Department is focusing on programs and activities that serve the greatest numbers of Hispanics and thus have the greatest potential for improving Hispanic educational achievement. In addition, the Department is working to increase Hispanic participation in federal education programs and to better meet the needs of Hispanic students and their families.

These efforts are supported at the highest levels of the Department of Education. For example, in March 2000 Secretary Riley delivered a major address at Bell Multicultural High School in Washington, D.C. on the progress of education for Hispanic Americans and the challenges of a new century. In his speech, Excelencia Para Todos—Excellence for All, the Secretary focused on "the promise of language" and how to expand opportunities for Americans to become both bilingual and bi-literate. He highlighted two-way immersion as one effective approach to help achieve this goal, and he called for an increase in the number of successful two-way immersion programs from roughly 260 to 1,000 nationwide.

The same high-level commitment to improving educational opportunities for Hispanic Americans is reflected throughout the Department of Education, as demonstrated by the remainder of this report.

- **PROGRAMS AND ACTIVITIES**

The Department has developed a Hispanic Education Action Plan to guide investments and program-level changes designed to improve the educational achievement of Hispanics. The action plan includes objectives, strategies for reaching those objectives, and performance indicators to measure progress. In addition to increasing the federal investment in education programs serving Hispanic Americans, the action plan is intended to build awareness on the part of program managers of the need to reach out to the Hispanic community and to institutionalize activities that improve both the extent and quality of Hispanic participation in federal education programs. Programs currently covered by the action plan included Title I Grants to Local Educational Agencies, 21st Century Community Learning Centers, Bilingual and Immigrant Education, Migrant Education, the High School Equivalency Program, the College Assistance Migrant Program, GEAR UP, TRIO, Adult Education, and Developing Hispanic-Serving Institutions. As the Department expands its commitment to better serving the educational needs of Hispanic Americans, it will extend the action plan to include additional programs with the potential for significant impact on Hispanic educational achievement.

Program categories reflect the five national goals for improving the educational achievement of Hispanic students announced by President Clinton on June 15, 2000 at the White House Strategy Session on Improving Hispanic Student Achievement. A discussion of the Hispanic Education Action Plan's objectives and strategies is provided for those programs currently included in the Action Plan.

EARLY CHILDHOOD EDUCATION

Improving early childhood education is a major part of the Department's strategy for raising educational outcomes for Hispanic Americans. The Department of Education supports a variety of activities that can help to build a solid foundation in the early years for a lifetime of educational achievement.

Even Start Family Literacy Program

The Even Start program combines early childhood education, adult education or English language instruction, and parenting education into a unified family literacy program aimed at helping all children start school ready to learn and learn to read independently and well by the end of the third grade.

In FY00, Even Start will award $150 million in formula grants to states, which make competitive subgrants to local partnerships of school districts and nonprofit community-based organizations, public agencies, institutions of higher education, and other nonprofit organizations. States must give priority to proposals from partnerships serving families in high-need areas, defined as areas with high rates of poverty, illiteracy, unemployment, limited English proficiency (LEP), or other need-related indicators. The Department will encourage states to reach out to communities with high Hispanic and LEP populations to ensure that these communities are aware of funding opportunities. Local applicants are required to explain how they will provide services to individuals with special needs, such as individuals with limited English proficiency.

The following table highlights Even Start funding over the past five years to states with large Hispanic populations:

State	FY96	FY00	Change
Arizona	$1,344,036	$2,151,211	+60%
California	$9,972,913	$17,185,574	+72%
Colorado	$907,773	$1,106,010	+22%
Florida	$3,831,000	$6,909,719	+80%
Illinois	$4,412,438	$5,510,729	+25%
Massachusetts	$1,660,626	$2,492,435	+50%
New Jersey	$1,917,404	$2,995,440	+56%
New Mexico	$810,306	$1,230,907	+52%
New York	$8,394,587	$13,625,844	+62%
Texas	$7,922,579	$12,213,033	+54%

Forty-one percent of families participating in Even Start are Hispanic, and evaluation data

suggest that Hispanic families participate longer and in more program services than other participants, and are therefore more likely to enjoy improved program outcomes. These include significant gains by children on tests of school readiness and on measures of language and cognitive development, as well as improved literacy and GED acquisition by adult participants.

The Department is working to improve the quality of Even Start family literacy services for Hispanic families. For example, the Department is providing technical assistance to states on the new requirements that they develop performance indicators, including indicators for English language acquisition, and hold local programs accountable for both adult and child outcomes. The Department also is identifying and sharing expertise from several model sites serving high numbers of Hispanic families and developing quality indicators for projects serving English language learners.

The Department also supported the development and distribution of *Cómo Estimular el Cerebro Infantil*, a Spanish-language version of *Building Your Baby's Brain - A Parent's Guide to the First Five Years*, a new and easy-to-read booklet that shows parents a few simple things they can do every day to help support healthy brain development. In addition, the Department supported the development and distribution of *EL RETO: ¡A LEER, AMÉRICA! En Sus Marcas*Listos*¡A Leer! para Las Familias*, a Spanish-language version of the Ready*Set*Read activity guide for families and caregivers that provides ideas to help young children learn about language through age-appropriate activities. These materials are available on the Department's Web site.

Title I Preschool

The Department of Education will launch an expansive outreach effort to provide more and higher-quality services to very young Hispanic children through Title I preschool programs. This effort will include letters to all school districts encouraging them to use Title I funds for preschool, urging schools to reach out to Hispanic families, and explaining the flexibility available in Title I schoolwide programs to select participants and provide services to Hispanic children and their parents.

The Department also will prepare policy guidance on the use of Title I funds for preschool programs, with examples of high-quality programs serving Hispanic preschoolers.

Reading Excellence Act

In 1998, Congress responded to President Clinton's challenge to help all children become good readers by authorizing the Reading Excellence Act. In fiscal year 1999, this new program to improve the teaching and learning of reading provided $260million in competitive grants to 17 states serving an estimated 1million prekindergarten through third-grade children. States make competitive subgrants to help high-poverty school districts implement research-based strategies to improve the teaching of reading to those most at risk of experiencing difficulties in learning to read. Within States, funds are awarded on a competitive basis.

The Department of Education has worked to ensure effective inclusion of limited English proficient (LEP) students in this program by sponsoring workshops to help school districts develop projects meeting the needs of LEP students. The Department also is supporting efforts

to synthesize and disseminate to teachers and parents findings from research on teaching reading to English language learners.

For example, in 1999 the Department hosted several regional workshops on the teaching of reading to LEP students. These included sessions facilitated by literacy and linguistics experts Dr. Catherine Snow and Dr. Lily Wong Filmore. The Department is currently developing training materials and videos based on these sessions.

In addition, the Department is sponsoring an effort to upgrade its knowledge of how LEP students learn to read. In the summer of 2000, the Department will commission experts to write papers summarizing what is currently known about the acquisition of reading skills by English language learners and identifying critical areas for future studies. Following completion of the papers, the Department will sponsor a symposium in December 2000 on the knowledge base regarding reading and limited English proficient students.

The broader America Reads Challenge also supports Reading Excellence activities by promoting grassroots volunteer efforts aimed at ensuring that every American child can read well and independently by the end of the third grade. These efforts include recruitment and training of reading tutors and distribution of materials designed to help Spanish-speaking parents and families improve their children's reading skills.

Research on the Education of LEP Students with Disabilities

More than 300,000 Hispanic students with learning disabilities, emotional disturbances, or mental retardation are served by special education programs in public schools. Early intervention is one of the keys to meeting the needs of these students, and the Department supports a variety of research and dissemination efforts to improve the education of students with disabilities who are also either Hispanic or LEP. For example:

- The University of Connecticut is investigating alternative service delivery models for infants, toddlers, and their families who are of Hispanic heritage, who use Spanish as their primary language, and who are eligible for early intervention services through Part C of the Individuals with Disabilities Education Act;

- The University of Colorado is conducting, with Department support, a qualitative study to examine the divergent and complex ways that a family's sociocultural and linguistic backgrounds influence the early intervention processes of young children with disabilities who are Hispanic and LEP; and

- The University of Texas at Austin is conducting a study to develop profiles of LEP Hispanic students with reading-related learning disabilities and to identify instructional strategies that are effective in helping these students develop oral language and reading skills in Spanish and English.

The Department also funds the Institute on Culturally and Linguistically Appropriate Services at the University of Illinois in Champaign, which is creating a resource bank of validated,

appropriate materials for service providers working with young children and their families who have diverse needs because of cultural or linguistic backgrounds.

CLOSING ACADEMIC ACHIEVEMENT GAPS

Despite some gains in recent years, Hispanic students continue to lag behind other students in academic achievement as measured by the National Assessment of Educational Progress. For example, only 8 percent of Hispanic fourth graders scored at or above the proficient level in mathematics, compared to the nationwide average of 31 percent. This early achievement gap contributes to lower high school completion and college attendance rates for Hispanics and ultimately to significantly fewer opportunities to enter high-paying careers.

While nearly all Department of Education activities are aimed at least in part at closing the achievement gaps that prevent Hispanics and other ethnic and racial minorities from full participation in the American Dream, the following programs form the core of this effort.

Title I Grants to Local Educational Agencies

Title I Grants to Local Educational Agencies help improve teaching and learning in schools with concentrations of low-achieving, poor children by providing additional resources and support to help students master the basics and achieve to challenging academic standards. In FY00, approximately $8 billion will be allocated to local school districts, primarily based on Census counts of poor children.

The latest available data show that in academic year 1997-98 Title I served more than 3.6 million Hispanic students, an increase of almost 90 percent over the 1.9 million Hispanics participating in Title I during the 1993-94 school year. In part, this growth reflects Hispanic enrollment in high-poverty schools operating schoolwide programs, under which Title I funds may be used to improve the educational program of an entire school. Schools enrolling less than 50 percent poor children must target Title I services to individual students. Hispanic children now represent roughly 30 percent of all students participating in Title I.

The following tables highlight growth in Title I funding to states and school districts serving large numbers of Hispanic students:

State	FY95	FY00	Change
California	$717,138,000	$989,745,000	+38%
Texas	$570,954,000	$677,335,000	+19%
Florida	$273,962,000	$369,669,000	+31%
New York	$602,132,000	$744,046,000	+35%
Arizona	$96,885,000	$124,011,000	+28%

District	FY95	FY00	Change
Los Angeles Unified	$138,460,000	$210,600,000	+52%
New York City	$323,567,000	$462,954,000	+43%
Dade County	$58,270,000	$79,772,000	+37%
Houston ISD	$42,916,000	$61,876,000	+44%
Dallas ISD	$30,358,000	$39,559,000	+30%
San Diego City Unified	$20,999,000	$30,812,000	+47%
Fort Worth ISD	$12,427,000	$18,959,000	+53%
Albuquerque	$11,751,000	$14,378,000	+22%

States are required to integrate Title I with state and local reforms based on high academic standards for all children, assessments linked to those standards, and accountability for helping all children meet high state standards. Assessment data must be disaggregated by ethnic and racial status to ensure that no group is left behind. More specifically, Title I calls for state assessment systems that include limited English proficient (LEP) students to ensure that these students are held to the same high standards as other students. Approximately 1.1 million LEP children participated in Title I during the 1997-98 academic year.

As outlined in the Hispanic Education Action Plan, the Department is working to strengthen the effectiveness of Title I services to help Hispanic students achieve to high academic standards. One strategy for reaching this objective is to enforce existing requirements for ensuring that statewide accountability systems under Title I include Hispanic and LEP students.

In 1999, the Department strengthened efforts to ensure that States hold schools and local school districts accountable for the academic performance of Hispanic and LEP students.

In 1999, the Department began to strengthen enforcement of Title I provisions requiring states to hold schools and local school districts accountable for the academic performance of Hispanic and LEP students. For example, the Department issued guidance reminding states that by the 2000-01 school year they must have assessment systems in place that include Hispanic students and that report disaggregated data showing the performance of Hispanic and LEP students. The guidance also makes clear that in most cases Hispanic students who are not proficient in English must be assessed in their native language. In addition, the Department launched a program of compliance monitoring and technical assistance to help ensure that states meet these requirements.

A second strategy for improving Title I services to Hispanics is to provide Title I districts and schools with high-quality resources, including best practices, aimed at meeting the educational needs of Hispanic students. Activities in support of this strategy include, for example, regional workshops on best practices in teaching reading to LEP students. The Department also developed *Helping Hispanic Students Reach High Academic Standards: An Idea Book* to help schools and communities design successful programs that promote high achievement among Hispanic students. The Department will send the *Idea Book* to the top 100 school districts with the fastest-growing Hispanic student populations. And the Southwest Educational Development Laboratory, in collaboration with the Comprehensive School Reform Demonstration Program Office, has organized a set of research-based school reform models with demonstrated effectiveness in serving LEP students.

Finally, the Department's proposal to reauthorize the Title I program, which is now pending before the Congress, included significant improvements to strengthen the program's focus on providing effective services to LEP students. For example, the proposal would require annual assessments of English language fluency for all LEP students in Title I schools. Results from such assessments would be used to inform parents of student progress and to help teachers and schools improve instruction to meet student needs. The proposal also would require states to make their assessments available in Spanish.

21st Century Community Learning Centers

Extended learning time is a key strategy for ensuring that all students reach high state standards and closing achievement gaps between poor and minority students and other students. The 21st Century Community Learning Centers program funds school-based learning centers that offer additional learning time outside of regular school hours, including before- and after-school, weekend, and summer programs. In addition, the Centers provide safe havens where children can play and learn in drug-free, supervised environments.

Funds are targeted to high-need rural and urban communities that have low-achieving students and high rates of juvenile crime, school violence, and student drug abuse, but lack the resources to establish after-school centers. The competitively awarded grants help partnerships of schools and other organizations plan, implement, or expand projects that benefit the educational, health, social services, cultural and recreational needs of the community.

About 26 percent of 21st Century participants are Hispanic or LEP.

Funding for the 21st Century Community Learning Centers program has grown rapidly, rising from just $1million in FY 1997 to $453million in FY00. In FY99, with an appropriation of $200million, the 21st Century Community Learning Centers program funded at least one project in 14 of the 20 school districts with the highest enrollment of LEP students. Grantees receiving awards in FY98 and FY99 have reported that about 26 percent of the children served are Hispanic or limited English proficient.

The following table highlights districts with large Hispanic populations receiving new 21st Century grants in FY99:

District	Grant Amount
Tucson Unified, AZ	$316,219
Los Angeles Unified, CA	$2,624,983
Santa Ana Unified, CA	$600,000
Hillsborough County Public Schools, FL	$3,030,036
Houston ISD, TX	$2,279,838
Dallas ISD, TX	$1,731,119
Corpus Christi ISD, TX	$482,098
Chicago Public Schools, IL	$2,316,172

The Hispanic Education Action Plan aims to raise the participation of LEP students in the 21st Century Community Learning Centers program to 30 percent of total students served in FY00.

To reach this objective, the Department provided an invitational priority for FY00 funds to applicants that will serve communities with significant risk of educational failure, particularly those with high dropout rates, including those with high concentrations of LEP students. The Department also encouraged applicants to demonstrate attention to the specific educational needs of LEP students in their proposals.

These efforts, combined with an appropriation more than double the FY99 level, should greatly expand the reach of the 21st Century program into the Hispanic community.

For FY00, a priority on LEP students, extensive outreach efforts, and a more than doubling of funding levels should greatly expand the reach of the 21st Century program into the Hispanic community.

In addition, the Department expanded outreach and dissemination efforts to support increased participation of Hispanic communities in the grant program. In particular, the Department of Education worked with the Charles Stewart Mott Foundation and the National Association for Bilingual Education to sponsor approximately 75 workshops nationwide—with a special effort to involve districts and community-based organizations serving high numbers of Hispanic and LEP students—aimed at helping participants improve the quality and competitiveness of their grant proposals.

The Department also began development of a database of program grantees that will include ongoing information on participating students and services provided, including participation of Hispanic students and educational services provided. This database will help the Department track the Hispanic Education Action Plan's performance indicators for the 21st Century Community Learning Centers program, including reading and mathematics achievement.

Migrant Education Program

The Title I Migrant Education Program makes formula grants to states to support services specifically for children of migrant agricultural workers and fishers, the majority of whom are Hispanic. Services are intended to address disruptions in schooling and other problems that result from repeated moves and help ensure that migratory children have the opportunity to meet the same challenging academic standards that all children are expected to meet. The program also helps migratory children overcome academic, cultural, and language barriers, social isolation, health-related problems, and other factors that hinder academic achievement.

The Migrant Education Program currently serves about 621,000 migrant children out of an eligible population of roughly 752,000. Approximately 85 percent of migrant children are Hispanic, and a significant portion of migrant children have limited English proficiency. The following table shows Migrant grants to states serving large numbers of Hispanic migrant students:

FY99 Title I Migrant State Grants	
State	**Amount**
California	$103,925,167
Texas	$51,720,538
Florida	$23,948,172
Washington	$14,027,105
Oregon	$12,440,513
Michigan	$11,104,347
Arizona	$6,711,029
Georgia	$5,611,959
Colorado	$5,455,846
Puerto Rico	$3,933,901

As part of the Hispanic Education Action Plan, the Migrant Education Program is working to improve the academic achievement and school completion rates of migrant children, as demonstrated by increasing percentages of migrant children meeting the basic and proficient levels on state and local assessments. The Department is currently pursuing four strategies to help achieve this objective:

First, the Department is working to ensure that migrant children are included in state assessments by disseminating guidance on Title I assessment requirements (in particular the requirement for inclusion of LEP students), conducting a study on the level of migrant participation in state assessment systems, and focusing on assessment issues in Summer Leadership Institutes.

Second, the Department is encouraging the inclusion of migrant students in school reform efforts and the integration of Migrant Education Program funds in comprehensive school reform plans, such as Title I schoolwide programs and projects funded by the Comprehensive School Reform Demonstration Program.

Third, the Department is promoting the provision of education services outside of the regular school term—such as summer and inter-session programs—to help migrant students reach the same high standards as other students.

Finally, the Department is focusing on ways to improve coordination of services to migrant children through such activities as improving migrant student record transfer, using technology to enhance migrant education, and coordinating with Mexico's Department of Education to improve educational outcomes for binational children.

Teacher Quality Enhancement Grants

The new Teacher Quality Enhancement Grants Program helps improve the recruitment, preparation, licensure, and continuing education of teachers. First funded in FY99, the program has three components:

First, the state grants program is designed to help states improve the quality of their teaching force through better teacher licensing and certification, greater accountability for high quality teacher preparation and professional development, expansion of alternative pathways into teaching, and increased support for new teachers.

Second, the partnership grants program strengthens the role of K-12 educators in designing and implementing effective teacher education programs by increasing collaboration among these practitioners and departments of arts and sciences and schools of education at institutions of higher education.

Third, the recruitment grants program supports efforts to reduce shortages of qualified teachers in high-need school districts through high-quality teacher preparation and induction programs tailored to local needs. States or partnerships may apply to receive recruitment grants.

The following table shows awards to Hispanic Serving Institutions (HSIs) or school districts with large Hispanic enrollments:

FY99 Teacher Quality Enhancement Grants	
Grantee	**Amount**
University of Miami/Dade County School District	$1,976,707
Our Lady of the Lake University/TX	$1,335,632
California State University at Monterey Bay	$400,990
Los Angeles Unified School District/CA	$303,470
The National Hispanic University/CA	$318,849
San Diego State University/CA	$492,669
CUNY Lehman College	$410,389
Mercy College/NY	$303,214
University of Texas-Pan American	$434,382

Projects are heavily focused on increasing the diversity of the teaching force. For example, California State University at Monterey Bay is partnering with three community colleges and 11 high-need school districts to develop a "grow your own" teacher recruitment program that seeks to recruit teachers who share the linguistic and cultural heritage of students in the school districts. Los Angeles Unified School District is partnering with local institutions of higher education to alleviate its teacher shortage by creating multilingual teacher academies and developing career ladders for paraprofessionals.

LEARNING ENGLISH

In his *Excelencia Para Todos* speech, Secretary Riley observed that "parents and educators want all children to learn English because it is essential for success." At the same time, he warned that to focus exclusively on English could lead the nation to miss "one of the greatest opportunities of this new century, namely, to take advantage of the invaluable asset (language) that helps define a culture." In calling for an end to the practice of viewing language as a "barrier to success," he encouraged an emphasis on bilingual education programs that help all children master English and one other language.

Bilingual Education

Bilingual education programs authorized by Title VII of the Elementary and Secondary Education Act (ESEA) primarily support instructional services and professional development aimed at helping school districts meet the needs of limited English proficient (LEP) students. The goal is to help linguistically diverse children achieve the same challenging academic standards required of all children.

Title VII funding has increased significantly over the past five years. For example, funding for Bilingual Instructional Services rose from $117 million in FY96 to $163 million in FY00, an increase of almost 39 percent. These funds supported bilingual projects for an estimated 1.4 million LEP students in FY99.

Bilingual Professional Development enjoyed an even more substantial increase, rising from about $25 million in FY95 to more than $70 million in FY00. The following table highlights five-year growth in Bilingual Professional Development awards to states enrolling large numbers of Hispanic students:

Bilingual Professional Development Grants by State			
State	**FY95**	**FY99**	**Change**
Arizona	$740,455	$1,586,178	+114%
California	$5,158,718	$9,162,120	+78%
Colorado	$1,069,080	$2,245,180	+110%
Florida	$1,136,589	$2,371,052	+109%
Illinois	$1,941,693	$3,112,190	+60%
Massachusetts	$689,900	$1,769,125	+156%
New Mexico	$931,045	$1,969,818	+112%
New York	$2,555,078	$3,783,635	+48%
Texas	$3,579,191	$5,777,960	+61%

Bilingual Education funds also supported the National Clearinghouse for Bilingual Education, which distributes a variety of educational resources for teachers of linguistically and culturally diverse students, the majority of whom are Hispanic. Examples include a series of guides on the preparation of teachers of English language learners, a report and cases studies entitled *Transforming Education for Hispanic Youth: Exemplary Practices, Programs, and Schools*, and state-specific data on LEP student enrollment.

Funding for Bilingual and Immigrant programs increased by $167 million, or 81 percent, from FY95 to FY99.

To follow up on the Secretary's commitment to expanding two-way immersion programs emphasizing biliteracy, the Department worked with the National Clearinghouse on Bilingual Education to develop an Idea Book which will outline successful strategies, model programs and best practices for dual language education. The Secretary will also announce the availability of $20 million in bilingual education competitive grants specifically for dual language education programs that will expand opportunities for both Hispanic and other students who would benefit from mastering two languages.

Under the Hispanic Education Action Plan, bilingual programs are focused on improving the effectiveness of grantees in helping linguistically diverse children learn English and reach the same challenging academic standards expected of all children. Early success in reaching this objective is demonstrated by recent evaluation findings showing that for 84 percent of projects, at least two-thirds of LEP students made gains in oral English proficiency.

Activities to support continued progress toward the Higher Education Action Plan objective include development and dissemination of research on language development and acquisition to help ensure effective education of LEP students, improved program monitoring and project evaluation, and better outreach to communities with large and fast-growing LEP populations.

For example, in April 2000 the Department sponsored a Reading Research Symposium that brought together 12 researchers to present their findings on limited English proficient students and issues related to high standards for students from diverse language backgrounds.

The Department also is collaborating with the National Institute for Child Health and Human Development to carry out a study on the Development of English Literacy in Spanish-Speaking Children. This study will take a systemic, multidisciplinary approach to increase understanding of the cognitive, sociocultural, and instructional factors that promote or impede the acquisition of English for Spanish-speaking children.

In June 2000, the Department sponsored a Bilingual Professional Development Roundtable in Washington, D.C. The purpose of the roundtable was to promote effective bilingual professional development practices by linking representatives from institutions of higher education historically underserved by Title VII with representatives of institutions of higher education with proven success in bilingual professional development. Participants included many states with growing LEP populations, such as North Carolina, South Carolina, Virginia, Tennessee, Utah, Kansas, and Georgia. Roundtable topics included higher education faculty development, career ladder programs for paraprofessionals, school-university partnerships, standards for preparing bilingual and ESL teachers, and research supporting effective professional development. Participants also made recommendations for future outreach efforts and technical assistance to

novice grant applicants and institutions of higher education in states with small but growing LEP populations.

The Department also will produce and disseminate a guide to parents, which will be available in Spanish, on standards-based reform and the inclusion of LEP students in school improvement efforts and assessment and accountability systems.

Finally, in 1999 the Department developed a reauthorization proposal aimed at improving the quality of Bilingual Education projects and strengthening accountability for student outcomes. For example, the Department is proposing to give priority to applicants with a proven track record of success in serving LEP students and to communities experiencing rapid growth in LEP population. The proposal also would require more comprehensive baseline data for students served, annual assessment of student English language proficiency, the use of assessment results to improve instruction and inform parents of student progress, more frequent reporting on project and student outcomes, and program improvement plans for grantees that fail to improve student achievement.

Immigrant Education

Title VII of the Elementary and Secondary Education Act also authorizes a formula grant program to states for services to immigrant students who have been enrolled in U.S. schools for less than three academic years. Grants are based on each state's share of eligible immigrant students and are intended to compensate for the additional financial burden that educating large numbers of recent immigrant students places on school districts. States subgrant funds to school districts enrolling at least 500 recent immigrant students or in which immigrants constitute at least 3 percent of enrollment. States also are permitted to use part or all of their grants to make competitive awards to school districts based on the quality of the proposed program or the special needs of the district.

According to the General Accounting Office, most school districts use Immigrant Education funds to support their bilingual education programs, which benefit all limited English proficient students and not just recent immigrants.

Funding for Immigrant Education has tripled since FY95, rising from $50 million to $150 million in FY99. The following table shows the increase in support for states with large Hispanic populations. Note that because grants are based on counts of recent immigrant students, awards to some states with large immigrant populations but slowing growth in recent years may not have risen as much as overall appropriations.

Immigrant Education Grants			
State	FY95	FY99	Change
Arizona	$1,183,773	$4,780,793	+304%
California	$16,861,453	$36,457,049	+116%
Colorado	$307,858	$1,605,597	+422%
Florida	$3,996,247	$18,258,120	+357%
Illinois	$3,634,889	$10,612,562	+192%
New Jersey	$1,744,284	$5,574,035	+220%
New Mexico	$497,697	$1,428,764	+187%
New York	$8,991,785	$22,336,221	+148%
Texas	$3,674,938	$12,243,023	+233%

Special Education Bilingual Professional Development

In addition to Title VII programs, the Office of Special Education Programs has supported more than 500 projects under the Minority Institutions Competition within the Personnel Preparation Program authorized by the Individuals with Disabilities Education Act. This priority supports bilingual personnel preparation programs for teachers and paraprofessionals and pre-service programs for teachers, early intervention specialists, and related-services personnel that focus on effective instruction and service provision to children and youth with disabilities from diverse cultural and linguistic backgrounds. The following table highlights recent grants to Hispanic Serving Institutions:

Special Education Personnel Preparation Grants to HSIs	
Institution	Amount
Central Arizona College	$199,074
San Diego State University	$713,790
California State University/Northridge	$167,524
Adams State College, CO	$177,295
University of Miami	$200,000
University of New Mexico	$168,477
University of Texas at Brownsville	$175,302

ELIMINATING THE GAP IN HIGH SCHOOL COMPLETION

A recent report by the President's Council of Economic Advisers on *Educational Attainment and Success in the New Economy* emphasized the rising rewards of education in this information-based, technology-driven age. Two decades ago, the report noted, a male Hispanic college graduate earned 67 percent more than a Hispanic male with no high school education; today that "earnings premium" on education has risen to 146 percent.

These numbers carry particularly significant implications for Hispanic Americans because the Hispanic high school completion rate is more than 20 points below the nationwide average—63 percent compared to 85 percent. This high school completion gap needs to be closed both to enable individual Hispanics and their families to enjoy greater economic success and to build the

strong, well-educated labor force needed to ensure continued economic prosperity for the nation in the 21st century.

The following programs help Hispanic Americans obtain a high school degree or its equivalent. In addition, the college preparation programs described in the next section (Increasing Postsecondary Completion) help focus students on the importance not just of completing high school, but of taking the right mix of courses needed to prepare for postsecondary education.

High School Equivalency Program

The High School Equivalency Program (HEP) provides discretionary grants to institutions of higher education, or other nonprofit organizations in cooperation with an institution of higher education, to operate residential and commuter programs of instructional services for out-of-school migrant youth. No other program specifically targets migrant and seasonal farmworkers, and no other program has been as successful at attracting back into education older Hispanic youth who have previously experienced failure in school. A 1999 report found that 72 percent of HEP participants in 1997-98 earned their GED certificates.

The Hispanic Education Action Plan objective for this program is to help an increasing number of migrant and seasonal farmworkers, a majority of whom are Hispanic, to obtain a GED certificate and enter postsecondary education. The Department's primary strategy for achieving this objective is to increase technical assistance to current and prospective grantees in order to improve program outcomes and expand the availability of high-quality programs.

Nearly three-quarters of HEP participants earn their GEDs.

Funding for HEP has nearly doubled in recent years, rising from $7.6 million in FY98 to $15 million in FY00. The HEP program served approximately 3,800 students in FY99, an increase of approximately 1,300 students since 1994, and will grow to serve more than 6,300 students in FY00. Approximately 85 percent of HEP participants are Hispanic. The Department awarded HEP grants to 13 Hispanic Serving Institutions in FY00, up from 7 HSIs in FY99.

Adult Education

Adult Education State Grants help provide educational opportunities for adults over the age of 16 who are not currently enrolled in school and who lack a high school diploma or the basic skills needed for the workplace or in daily life. Program funds are allocated to states through a formula based upon the number of adults, over age 16, who have not completed high school. States then award competitive grants to local providers, which emphasize the acquisition of basic skills, including reading, writing, computation, communication, and problem solving. Courses of instruction include Adult Basic Education (ABE), Adult Secondary Education (ASE), and English as a second language (ESL), which is the fastest growing component of the program.

The latest data show that approximately 1.7 million Hispanic Americans participated in adult education programs in 1998, about 40 percent of total enrollment and an increase of about 50 percent since 1994.

Funding for Adult Education State Grants has grown significantly over the past five years, rising from $247 million in FY96 to $450 million in FY00. The following table highlights funding in states with large Hispanic populations:

Adult Education State Grants			
State	**FY96**	**FY00**	**Change**
Arizona	$3,263,362	$5,388,874	+65%
California	$27,413,473	$47,505,017	+73%
Colorado	$2,338,937	$3,584,761	+53%
Florida	$12,872,457	$22,795,924	+77%
Illinois	$10,288,075	$17,436,884	+69%
Massachusetts	$4,837,014	$8,078,691	+67%
New Jersey	$7,065,445	$12,000,766	+70%
New Mexico	$1,616,646	$2,556,935	+58%
New York	$17,010,666	$29,532,561	+74%
Texas	$17,377,104	$29,516,587	+70%

Under the Hispanic Education Action Plan, adult education programs are the primary vehicle for helping limited English proficient adults, including Hispanics, learn English and develop the skills necessary to succeed in the global economy and exercise the rights and responsibilities of citizenship. The primary strategy for achieving this objective is to increase access to high-quality, innovative adult education programs through improved technical assistance and dissemination of effective practices.

For example, the Department currently funds special demonstration projects that foster the development and dissemination of a variety of tools for teaching English to adults. Such tools include:

- an *ESL for the Family Curriculum Guide* developed to serve Hispanic parents and their children in rural Oregon;
- an *Immigration Stress: Families in Crisis* resource guide designed to assist teachers of English for speakers of other languages in Florida; and
- *I Don't Speak English ... But I Understand You*, a manual to improve speaking, writing, reading and listening skills for Hispanics that was developed by the Center for Literacy in Philadelphia.

The Department also promotes the Crossroads Cafe video series, a 26-part ESL program about events in the lives of a group of restaurant employees and customers, and is supporting research and development efforts aimed at improving oral assessment for adult English language learners and at creating a diagnostic screen for learning disabilities in Spanish-speaking adults.

In 1999, the Department launched a $7 million demonstration program promoting English literacy, citizenship, and life-skills education for adults.

In addition to the Adult Education State Grant program, in 1999 the Department launched a $7 million English Literacy and Civics Education demonstration program to support innovative approaches to promoting English literacy, civic education, and life skills education for adults. For example, one grantee in New York State will develop culturally appropriate English literacy materials targeted to predominantly Hispanic migrant farmworkers that will be disseminated nationwide via the Internet.

The Department's Community Technology Centers program, which provides access to computer and Internet technology for educational and career development purposes to populations that otherwise would not enjoy such access, also is assisting Hispanic students, families, and communities. In FY99, the program made 8 awards totaling $6.3 million to grantees focused on meeting the needs of Hispanic residents.

INCREASING POSTSECONDARY COMPLETION

Only 10 percent of Hispanic Americans hold a bachelor's degree or higher educational credential, compared with a nationwide rate of 27 percent. This makes it imperative to strengthen the focus of Federal education programs on helping to prepare greater numbers of Hispanics to enter and complete postsecondary education. The following programs and activities are targeted to this goal.

Think College Early

Think College Early is a public information and outreach campaign focused on learning how to plan for college and how to garner support from the various groups that come into play in a student's life, including the family, schools, community, businesses, religious organizations, government, and local universities. The purpose is to spread the message to all disadvantaged students—including Hispanic and limited English proficient students—and their families that education after high school is both necessary and available.

The *Think College Early* campaign is part of the Department's overall effort to increase college attendance for disadvantaged students through a combination of early outreach (through such programs as GEAR UP and TRIO) and increased resources to help families pay for college (Pell Grants, Work-Study, and new HOPE Scholarship and Lifelong Learning tax credits). In particular, the campaign seeks to reverse the historic underrepresentation of Hispanics in postsecondary education, in part by increasing Hispanic participation in "gateway" classes such as algebra and geometry by the eighth grade. Research shows that more than 80 percent of Hispanic students do not take these courses, which are essential preparation for the academic challenges of postsecondary education.

Research shows that less than one-fifth of Hispanic students take algebra and geometry—key "gateway" courses critical for entering and succeeding in postsecondary education.

BEST COPY AVAILABLE

Think College Early reminds students and their families to prepare for college and career success by:

- setting high expectations and high standards;
- working hard and getting the best grades possible;
- finding mentors who will support positive goals;
- planning to take the RIGHT courses—like algebra and geometry; and
- learning about financial aid.

A key resource in this effort is the *Getting Ready for College Early* guidebook, which helps parents and their children understand the steps they need to take during the middle and junior high school years to get ready for college. A Spanish-language version, *Preparándose a Tiempo Para la Universidad*, is now available on the Department's Web site.

The Department also worked with Univisión, the largest Spanish-language television network, to develop a program in Spanish specifically designed to provide Hispanic students and families with the latest information on federal postsecondary student aid. The program aired nationally on March 11, 2000. In conjunction with the program, the Department released *Charting a Course for College*, a guide available in both Spanish and English that helps Hispanic families learn how to prepare academically and financially for college.

GEAR UP

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), a new program authorized under the Higher Education Act, makes competitive five-year grants to states or partnerships in high-poverty communities. GEAR UP grants support activities designed to help students in middle schools go on to complete high school and be academically prepared to attend and succeed in college.

Building on research and proven practices, GEAR UP typically begins in seventh grade, or even earlier, to develop students' potential and help them and their families plan and prepare for college. The program supports comprehensive strategies, including counseling, tutoring, and mentoring to help students achieve in higher mathematics and other gateway college preparation courses, information dissemination about choosing and paying for college, and a scholarship program. Approximately one-third of GEAR UP funds is awarded to states and about two-thirds is awarded to partnerships between institutions of higher education and local school districts. The GEAR UP program began in FY99 with a $120 million appropriation; $200 million was appropriated for FY00.

The Action Plan's objective for GEAR UP is to maximize the participation of Hispanic youth. To reach this objective, the Department has developed a plan involving:

- extensive outreach to Hispanic communities and HSIs through mailings, application workshops, and technical assistance;
- partnerships with Hispanic advocacy groups and community-based organizations to identify and solicit grant proposal reviewers with a strong knowledge of effective

approaches to reducing the Hispanic dropout rate and increasing Hispanic college participation; and

- tracking and evaluating Hispanic participation in funded projects.

For example, GEAR UP worked with the National Council for Community Education and Partnerships and the White House Initiative on Educational Excellence for Hispanic Americans to convene a special two-day technical assistance workshop specifically designed for Hispanic-Serving Institutions and their communities. The February 2000 workshop in Edinburgh, Texas drew over 60 attendees. The GEAR UP program also conducted outreach and technical assistance at more than 30 other workshops and conferences from November 1999 through June 2000.

GEAR UP was launched in FY99 with extensive—and successful—outreach to the Hispanic community

Early results of these efforts were promising. Of the 164 initial partnership grants, 31 partnerships involving Hispanic Serving Institutions received a total of $20 million, or 27 percent of partnership funds ($75 million). State grant recipients with large Hispanic populations included California, Colorado, Massachusetts, New Jersey, New Mexico, New York, and Texas. The Department expects to make an additional 75 partnership awards and six new state awards in FY00. The following table highlights FY99 GEAR UP awards to grantees serving large Hispanic populations or involving HSIs:

FY99 GEAR UP Awards	
Grantee	**Amount**
Los Angeles Unified/Cal State Northridge/LA Valley College	$560,000
Cal State Fresno Foundation	$240,000
Florida International University/Miami-Dade Community College	$647,920
Northeastern Illinois University/City Colleges of Chicago	$3,843,598
Eastern New Mexico University	$208,435
La Guardia Community College, New York	$1,519,988
University of Texas at San Antonio	$360,500
Houston Independent School District/University of Houston	$2,387,439
El Paso Community College, Texas	$490,749
University of Texas at Brownsville/Texas Southmost Colleges	$1,391,396

BEST COPY AVAILABLE

TRIO Programs

TRIO includes a comprehensive set of eight programs designed to make available the outreach and support services that disadvantaged youth and adults, including Hispanics, need to prepare for, enter, and complete postsecondary education. For example, the Talent Search Program encourages disadvantaged youth to finish high school, return to school if they have dropped out, and enroll in postsecondary education. The Upward Bound Program provides intensive academic instruction to give high school students and veterans the skills and motivation needed to complete a postsecondary education program. Student Support Services offers remediation, academic counseling, tutoring, and support for limited English proficient (LEP) students to help increase the college retention and graduate rates of participants. The McNair Program helps prepare minority undergraduate students, including Hispanic students, for doctoral studies by providing research opportunities and admission and financial aid counseling.

At least two-thirds of TRIO participants must be low-income, first-generation college students. Student Support Services are available to low-income and first-generation college students or individuals with disabilities. Approximately 19 percent of TRIO participants, or about 137,000 individuals, are Hispanic American, and evaluations indicate that Hispanic Upward Bound participants earn more high school credits, are less likely to drop out of high school, and attend four-year colleges at a higher rate than comparable nonparticipants.

Funding for TRIO has grown significantly in recent years, rising from $388 million in FY 1993 to $645 million in FY00, an increase of 66 percent. The number of TRIO awards to HSIs and Hispanic organizations grew from 178 in FY95 to 232 in FY1999.

HSIs enjoyed particular success in the FY99 Upward Bound competition.

In particular, Hispanic participation in Upward Bound has grown rapidly in the past few years. For example, the proportion of Hispanic individuals participating in Upward Bound projects grew from about 16 percent in 1993-94 to an estimated 22 percent in 1998-99. This percentage should grow even further because of the increasing number of awards to Hispanic Serving Institutions and Hispanic organizations in the FY99 Upward Bound competition. HSIs received 80 Upward Bound awards totaling $21.4 million in FY99, an increase of 22 grants and $4.9 million over the previous award cycle. Hispanic agencies received another 7 Upward Bound grants totaling $1.7 million. The number of Upward Bound Math/Science grants to HSIs also rose significantly, from 3 awards totaling some $800,000 to 12 awards totaling $2.6 million. In both programs, HSIs enjoyed a higher success rate than other applicants.

The Hispanic Education Action Plan's objective for TRIO is to improve access to and the quality of TRIO programs for Hispanic and LEP students. The Department is taking the following steps to reach this objective:

- improving data collection and program evaluation to better track the participation and achievement of Hispanics in TRIO programs;

- expanding the dissemination of promising practices and innovative strategies in reaching and serving underserved populations, including Hispanics, recent immigrants, those with limited English proficiency, or individuals with disabilities;

- increasing support and technical assistance to existing Upward Bound grantees to expand outreach to and recruitment of underserved/educationally at-risk students, including Hispanics, recent immigrants, those with limited English proficiency, or individuals with disabilities; and

- developing partnerships with Hispanic advocacy groups and community-based organizations to identify and solicit grant proposal reviewers with a strong knowledge of effective approaches to reducing the Hispanic dropout rate and increasing Hispanic college participation.

The TRIO program also has been actively targeting technical assistance workshops for TRIO funding in geographic areas with large numbers of Hispanics. In 1999, for example, the Upward Bound program held workshops in Miami, Florida, Tempe Arizona, New York, New York, San Antonio, Texas, Los Angeles, California, Salt Lake City, Utah, Bayamón, Puerto Rico, Chicago, Illinois, and Washington, D.C. In July 2000, workshops for the Student Support Services competition were held in Denver, Colorado, Chicago, Illinois, New York, New York, Long Beach, California, San Antonio, Texas, Miami, Florida, Bayamón, Puerto, and Washington D.C.

College Assistance Migrant Program

The College Assistance Migrant Program (CAMP) provides discretionary grants to institutions of higher education, or other nonprofit organizations in cooperation with an IHE, to offer tutoring, counseling, health services, admissions assistance, and financial assistance to enable migrant youth to successfully complete the first year of postsecondary education.

The College Assistance Migrant Program recruits migrant students who do not already have access to scholarships and other support, in part by conducting extensive outreach to out-of-school youth at farms, factories, and labor camps. Approximately 94 percent of program participants are Hispanic. A 1995 report concluded that program participants completed their first year of college in good standing and ultimately graduated from postsecondary education at a higher rate than the general Hispanic population.

Funding for the program has more than tripled in recent years, rising from $2.1 million in FY98 to $7 million in FY00, and the number of students served has grown from 375 to almost 1,200. The number of projects increased from seven in FY98 to 20 in FY00, and the number of HSIs participating has quadrupled, from two to eight. The following table lists the HSIs receiving awards in FY00:

College Assistance Migrant Program	
HSI	**FY00 Grant**
California State University/Fresno	$399,992
California State University/Monterey Bay	$399,790
Inter American University of Puerto Rico/ San Germán	$319,578
Our Lady of the Lake University/San Antonio	$198,858
Saint Edward's University/TX	$329,595
Texas A&M University/Kingsville	$312,531
University of Texas/Pan American	$355,000
Heritage College/WA	$348,810

Student Financial Aid

The Department's Student Aid programs are the largest source of postsecondary student financial aid, providing more than $50 billion a year in grants, loans, and work-study assistance to more than 8 million students nationwide. With more affordable student loans, significant increases in Work-Study assistance and Pell Grants, and higher education tax credits, the Department continues to make great strides in opening the doors of college to everyone who has the desire and preparation to go.

A record high 65.5 percent of Hispanic high school graduates enrolled in college in 1997, and 54 percent of those received some form of student financial aid. Preliminary research suggests that Hispanic students who receive Pell Grants are more likely to attain a degree than those who do not. In the past six years, Pell Grant assistance has increased significantly: the maximum Pell Grant rose from $2,300 in FY94 to $3,300 in FY00, an increase of 43 percent.

Funding for the Work-Study program increased from $617 million in FY96 to $934 million in FY00. This 51 percent increase fulfilled the President's goal of helping one million postsecondary students work their way through college.

The Office of Student Financial Aid has bilingual Spanish call lines, and produces a Spanish version of the annual Free Application for Federal Student Aid (FAFSA).

Vocational Rehabilitation State Grants

The Department's Rehabilitation Services Administration (RSA) provides formula funds to states for vocational rehabilitation programs. The most recently available data indicate that the VR State Grant program served 19,930 Hispanics in FY98, or almost 9 percent of all individuals successfully rehabilitated. RSA also administers a vocational rehabilitation Migrant Program that serves approximately 8,000 migrant and seasonal farmworkers, approximately 90 percent of whom are Hispanic.

RSA recognizes that successful rehabilitation outcomes require services that are culturally and linguistically appropriate. The Rehabilitation Act requires state vocational rehabilitation

agencies to make available appropriate modes of communication for individuals served and to ensure prompt and equitable handling of referrals for VR services. These two provisions have led many state VR agencies to employ Spanish-speaking individuals and to make forms available in Spanish. In addition, VR Migrant Programs must employ outreach strategies to reach the highly mobile, limited English proficient, and rural target population.

CROSSCUTTING HISPANIC OUTREACH ACTIVITIES

The Department of Education, primarily through its Office of Interagency and Intergovernmental Affairs, is vigorously implementing a Hispanic Outreach Plan designed to improve the educational achievement of Hispanic students through increased family involvement and community partnerships. The plan involves actions and activities to increase access to the Department and its resources and to raise awareness of Department activities that support Hispanic educational excellence.

For example, the Department has hired bilingual staff at major call centers to serve Spanish-speaking customers. The Information Resource Center has bilingual staff on hand to answer calls from Spanish-speaking customers who call into the 1-800-USA-LEARN number. Also, the Education Publications Center (1-877-4ED-PUBS) and the Federal Student Aid Information Center (1-800-4FED-AID) have Spanish speakers available to answer calls.

The Department also has launched a comprehensive program of multimedia public information campaigns and conferences. The public information campaigns, for example, have included partnerships with *Univisión* and *Telemundo*. These efforts included the use of focus groups (in New York and Los Angeles) to help determine the education-related needs of Spanish-speaking parents, the development of a marketing strategy to highlight key education initiatives, and an ongoing evaluation of the effectiveness of the Department's Hispanic outreach.

The Department's outreach efforts included partnerships with *Univision* and *Telemundo*.

Partnership with Univision

The Department of Education partnered with Univision, the largest Spanish language television network in the country, to create a campaign of public service announcements (PSAs) designed to promote education in the Hispanic community. On August 26, 1999 Secretary Riley joined Univision Chief Operating Officer Henry Cisneros in Los Angeles to kick off the "Education Matters" PSA campaign. The first six-month segment of the campaign focused on parental involvement, emphasizing that parental partnerships in education are the key to students gaining a good education. A second six-month segment is under development and should begin airing by Fall 2000.

All PSAs display the Department's 1-877-4ED-PUBS number so that viewers can request Spanish language publications in the areas of reading, math, college access, and parent involvement.

The Department also is working with Univision and the National Information Center for Children and Youth with Disabilities to develop a PSA campaign focusing on disability issues.

BEST COPY AVAILABLE

In addition to the PSA campaigns, the Department and Univision jointly developed a program in Spanish specifically designed to provide Hispanic students and families with the latest information on federal postsecondary student aid and other forms of assistance. The taped half-hour show, which included an interview with President Clinton, aired nationally on Univision stations on March 11, 2000.

To support the television program on financial aid, the Department developed a publication called *Charting a Course for College*, available in both Spanish and English, that helps Spanish-speaking families learn how to prepare academically and financially for college.

Partnership with Telemundo

The Department also has formed a partnership with Telemundo, the second largest Spanish language television network, to create PSAs with a focus on the importance of reading, parental involvement and thinking early about college. The Telemundo PSAs, scheduled to air in summer 2000, also will include the EDPubs call center number so that viewers can obtain further information.

Radio PSA Campaign

The Department of Education also produced its own series of radio PSAs on the subjects of reading, math, "Think College Early," and parent involvement. Radio listeners were encouraged to call 1-877-4ED-PUBS to obtain written Spanish-language materials on these four subjects. In March 1999, the Department distributed compact discs containing the radio PSAs to 400 Spanish language radio stations throughout the nation.

The Office of Special Education and Rehabilitative Services (OSERS) is working on a series of PSAs to increase Hispanic parents' awareness of their rights and those of their children under the Individuals with Disabilities Education Act. In addition, OSERS has been collaborating with the Mexican Department of Education to develop a better understanding of the cultural and linguistic needs of Mexican-American children with disabilities.

Vamos Juntos a la Escuela (Let's Go to School Together)

In March 2000, Secretary Riley unveiled a new videotape for Spanish-speaking families, as well as schools and organizations serving them, featuring tips on parent involvement in education, ready-to-learn issues, reading and math, and preparing young people for college. *Vamos juntos a la escuela* is a 15-minute tape produced by the Department that can be used in presentations to groups of Spanish-speaking families by schools, colleges, community-based organizations, faith-based organizations, and others. The free video is narrated by Maria Elena Salinas, news anchor for Univision, and is packaged in a kit with accompanying print materials in Spanish.

Conferences, Town Meetings, and Workshops

The Department also is promoting program office participation and distribution of Spanish-language publications at the annual meetings of organizations such as the National Council of La Raza, the League of United Latin American Citizens, the Hispanic Association of Colleges and Universities, and the National Association of Latino Elected and Appointed Officials. These meetings, each of which bring together 1,000-5,000 Hispanic leaders, provide excellent opportunities for the Department to distribute Spanish-language publications and resources promoting educational excellence for Hispanic Americans.

The Department is now providing videotapes—dubbed into Spanish after broadcast—of its monthly (during the school year) Satellite Town Meetings. These meetings bring together people in sites all over the country to discuss the most critical and timely issues in education and allow national experts, local educators, and community leaders to share ideas to improve education.

On March 13, 2000 the Department sponsored a teleconference workshop that provided detailed information on applying for grants on how to keep schools safe, prepare students for college, create smaller and more personalized learning environments, and to develop alternative learning strategies for students not succeeding in the classroom. A special effort to promote the workshop to school districts, HSIs, and Latino organizations resulted in participation by several school districts with large LEP populations and HSIs. These included Santa Ana Unified School District, California, Hacienda La Puente Unified School District, California, the School Board of Broward County, Florida, Springfield Public Schools, Massachusetts, the University of New Mexico, Philadelphia City School District Pennsylvania, Houston Independent School District, Texas, Texas A&M University-Corpus Christi, and School District #37 in Vancouver, Washington.

The Department will launch new technical assistance efforts in fall 2000 for school districts with rapidly growing Hispanic populations.

In fall 2000, the Department of Education—in partnership with the National Association for Bilingual Education—will launch a series of workshops aimed at helping local school districts respond to the needs and improve the academic achievement of Hispanic students. One set of workshops will be held in conjunction with the three regional Improving America's Schools Conferences to be held in Sacramento, California (September 18-20), Louisville, Kentucky (October 2-4), and Washington, D.C. (December 13-15). These workshops will inform district and school level educators about strategies for training teachers to address linguistic and cultural diversity in the classroom, the design and implementation of effective bilingual education programs, instructional practices that help English language learners become proficient readers, and ways of using community-wide resources to meet the needs of new students and their families.

In addition, the Department will conduct four regional, intensive full-day technical assistance programs for up to 100 school superintendents and principals who work in communities that have recently experienced a large increase in the Hispanic school-age population. The programs will focus on how school leaders can work with staff and community members to improve academic performance and increase high school completion rates for Hispanic students.

BEST COPY AVAILABLE

The technical assistance sessions will provide participants with information and opportunities to learn about recruitment and professional development of bilingual/ESL personnel, means of including limited English proficient students in local assessment systems, strategies for strengthening parent involvement and community support, and graduation enhancement programs.

The first workshop will be held fall 2000 in cooperation with the North Carolina Department of Education, which is responding to a more than ten-fold increase in the number of Hispanic students in approximately 20 North Carolina school districts.

Publications

In addition to video and audio media, the Department is reaching out to Hispanic Americans through a variety of culturally and linguistically appropriate publications and informational materials. The growing list of the Department's Spanish-language publications include *Helping Your Child with Homework*, *Helping Your Child Learn Math*, *Challenge Young Minds*, *Learning Partners: A Guide to Educational Activities for Families*, and *Charting a Course for College*. For example, *Cómo Ayudar A Su Hijo A Aprender Matemáticas*, the Spanish version of *Helping Your Child Learn Math*, is a tool for parents full of proven ideas and activities to help children succeed in math. The guide includes fully translated Spanish language word problems, math games, and other activities designed to help children in the elementary grades learn math, and to help Hispanic parents become actively involved in their children's learning.

The Department also has produced a catalog of its Spanish-language publications, as well as a new brochure, *Aproveche! Servicios e Información Sobre la Educación*, that includes toll-free contact numbers and Web sites at the Department. Finally, the Department maintains a Web page of ED Spanish-language resources and publications, located at **http://inet.ed.gov/~kstubbs/spanishresources.html**. Bilingual information specialists regularly update the Web page to add publications and resources.

Improved Data Collection

A key element of the Department's outreach efforts is better monitoring of Hispanic program participation and outcomes through greatly improved data collection. In 1999, the Department asked the National Clearinghouse for Bilingual Education (NCBE) to develop a profile of the Department's data collection activities with regard to Hispanic and limited English proficient (LEP) students. Initial findings showed that eight different offices collect data on Hispanic and/or LEP students through approximately 40 surveys and studies. Other findings show that:

- the National Center for Education Statistics (42.5 percent) and the Office of Postsecondary Education (22.5 percent) conduct nearly two-thirds of the 40 surveys;
- all grade levels are represented and data is disaggregated in various ways, including by state, local education agency, school, rural/urban, and other categories;
- data are collected primarily for use by policy-makers rather than instructional personnel;
- more than half of the offices collecting data do not use NCES school codes, making comparisons among data sets difficult;

- two-thirds of surveys collect information on Hispanics compared to just two-fifths for LEP students; and
- many surveys do not differentiate between Hispanic LEPs and non-Hispanic LEPs.

This information is now being used to guide improvements in data collection and evaluation efforts agency-wide. In particular, the Department is working to improve its tracking of student achievement and program effectiveness across four distinct groups: Hispanic students, LEP students, Hispanic LEP students, and non-Hispanic LEP students.

- **CONTRIBUTIONS TO HISPANIC SERVING INSTITUTIONS (HSIs)**

Hispanic Serving Institutions (HSIs), as defined by Title V of the Higher Education Act, are accredited and degree-granting institutions of higher education with at least 25 percent undergraduate Hispanic student enrollment and where 50 percent of Hispanic students are low-income. HSIs also have generally high enrollments of economically disadvantaged students and low educational and general expenditures. HSIs enroll about 40 percent of Hispanic undergraduate students and confer about 50 percent of the bachelor's degrees awarded to Hispanics.

The Developing Hispanic Serving Institutions Program makes five-year development grants to help pay for scientific or laboratory equipment for educational purposes, the renovation of instructional facilities, faculty development, management improvements (including purchase of equipment), development and improvement of academic programs, joint use of facilities, academic tutoring, counseling programs, and student support services. The program also makes a limited number of one-year planning grants.

Between FY98 and FY00, the number of HSIs receiving Title V grants more than tripled, from 37 to 115.

Increased investment in this program under the Hispanic Education Action Plan is intended to provide the financial support and technical assistance needed to help HSIs expand their capacity to effectively serve Hispanic students. Strategies to reach this objective include technical assistance and outreach to expand the applicant pool, as well as support for expanded participation of HSIs in all federal education programs.

For example, in 1999 the program office held technical assistance workshops in California, Florida, and Texas, and disseminated materials developed at those workshops over the program's Web site (**http://www.ed.gov/offices/OPE/HEP/idues/hsi.html**). FY00 workshops were held in New York, New York, San Francisco, California, Miami, Florida, Albuquerque, New Mexico, San Juan, Puerto Rico, Edinburgh, Texas, and Dallas, Texas.

The Department's Office of Postsecondary Education also convened a roundtable meeting with 14 HSI presidents to discuss key issues of concern to the HSI community. Department officials also hold monthly meetings with the Hispanic Association of Colleges and Universities.

These efforts, as well as significant funding increases for the Developing Hispanic-Serving Institutions program, have contributed to rapid expansion of support for HSIs.

Funding increased steadily from $12 million in FY98 to $28 million in FY99 to $42.3 million in FY00, enabling the Department to increase the number of HSIs receiving awards from 37 to 115 over the same period.

Estimated Agency Awards to Hispanic Serving Institutions (HSIs): FY99

Category	Amounts
Training for K-12 Teachers and Higher Ed. Faculty	$27,672,000
Student Support (TRIO, GEAR UP, etc.)	$80,980,000
Research, Demonstration & Dissemination	$9,646,000
Institutional Support: Facilities, Equipment, Administrative & Infrastructure	$36,448,000
Fellowships	$1,031,000
Total	$155,777,000

- **EMPLOYMENT OF HISPANICS**

The Equal Employment Opportunity Group (EEOG) in the Office of Management (OM) continues to track the Department's progress toward its affirmative employment objectives, including providing customized technical assistance to individual offices. Over the last year, OM has also taken an active leadership role in supporting individualized and group professional development and training opportunities, promoting mentoring options, and implementing a lateral mobility assignment program (MAP) meant to provide new career and learning opportunities to employees.

Though the Department of Education has not yet reached its goals for Hispanic employee recruitment and retention, it is making considerable progress. In this effort to improve the representation of Hispanics, OM has developed and posted on its Web site a strategic plan for recruiting and hiring Hispanics and begun developing a MAP assignment for a Hispanic Recruitment Program Manager. OM also launched an awareness campaign for headquarters and field selecting officials, began preparations to hire a contractor to carry out a nationwide recruitment campaign and identify barriers to the recruitment and retention of Hispanics, and worked with the Office of Intergovernmental and Interagency Affairs (OIIA), the Office for Civil Rights (OCR), and the Office of Bilingual Education and Minority Languages Affairs (OBEMLA) to improve outreach.

FY99 Hispanic Employment Profile

Category	All Employees		Hispanic Employees		Percent Hispanic	
	Career	Non-Career	Career	Non-Career	Career	Non-Career
GS 1-4	47	0	2	0	4.3	0
GS 5-8	533	3	20	0	3.8	0
GS 9-12	1,510	29	76	2	5.0	6.9
GS 13-15	2,208	95	73	8	3.3	8.4
SES	58	19	3	3	5.2	15.8

- **FUTURE INVESTMENTS**

Under the Hispanic Education Action Plan, the Department will continue to increase its investment in programs and activities that expand educational opportunities for Hispanic students. The following table summarizes key investments and the plans for using those investments to improve educational opportunities and outcomes for Hispanic Americans. For more details, please see referenced page numbers.

	FY00	FY01 Request
Title I (pages 105, 107-109)	$7.9 billion (+$209m)*	$8.4 billion (+$416m)
Objective: Strengthen effectiveness of Title I in helping Hispanic students reach high standards. **Indicator:** By 2002, 32 states will report disaggregated achievement data showing an increase in the percentage of students in high-poverty schools—including Hispanic students—meeting the proficient and advanced levels on state reading and math assessments. **Strategies:** • Strengthen enforcement of Title I provisions requiring states to hold Local Education Agencies (LEAs) and schools accountable for academic performance of Hispanic and Limited English Proficient (LEP) students. • Issue guidance and provide technical assistance on inclusion of Hispanic LEP students in assessment systems and testing of LEP students in their native language. • State integrated review process will give priority to assessment policies and services to LEP students. • Disseminate best practices for meeting educational needs of Hispanic and LEP students to LEAs and schools, particularly in areas with rapidly growing Hispanic enrollments.		

*Amount over previous year's appropriation.

21st Century Community Learning Centers (pages 109-110)	FY99	FY00	FY01 Request
	$200 million (+$160m)	$453 million (+$253m)	$1 billion (+$547m)

Objective: Increase participation of LEP students in the FY00 competition to 25-30 percent.
Indicator: The proportion of LEP students served will increase with each competition through FY01.
Strategies:

- Give priority to applicants serving communities at risk of educational failure, particularly those with high drop-out rates and high concentrations of LEP students.
- Work with National Association for Bilingual Education to design and coordinate more than 50 outreach and technical assistance workshops targeted to communities with large Hispanic populations.
- Recruit reviewers with strong understanding of how to meet educational needs of Hispanic youth.

Bilingual Education (pages 113-115)	FY99	FY00	FY01 Request
	$224 million (+$25m)	$248 million (+$24m)	$296 million (+$48m)

Objective: Help linguistically diverse children learn English and achieve to the same high standards required of all children.
Indicator: LEP students participating in Title VII for at least 3 years will perform comparably to non-LEP students on state assessments.
Strategies:

- Identify and highlight promising practices in coordination with the National Clearinghouse on Bilingual Education and the National Association for Bilingual Education.
- Increase outreach to parents and teachers, including a guide on the inclusion of LEP students in standards-based reform efforts.
- Solicit Professional Development grant proposals from IHEs and other organizations serving areas with large unmet need for bilingual and ESL instructors, as well as areas experiencing new and rapid growth in LEP populations.

Migrant Education Program (MEP) (pages 110-111)	FY99	FY00	FY01 Request
	$355 million (+$49m)	$355 million	$380 million (+$25m)

Objective: Improve academic achievement and school completion of migrant children.
Indicator: Increasing percentages of migrant students will meet or exceed the basic or proficient levels on state assessments.
Strategies:

- Ensure inclusion of migrant children in state assessment systems through guidance and technical assistance on meeting Title I requirements.
- Encourage integration of migrant education program funds and services within comprehensive school reforms, including Title I schoolwide programs and the Comprehensive School Reform Demonstration program.
- Provide incentives for summer-term and intersession programs, and for multistate consortia that will work to ensure education continuity for migrant students.
- Work to improve program coordination, including innovative uses of technology and October 2000 pilot of consolidated database to assist in migrant student record transfer.

High School Equivalency Program (HEP) (page 117)	FY99	FY00	FY01 Request
	$9 million (+$1.4m)	$15 million (+$6m)	$20 million (+$5m)

Objective: Help migrant and seasonal farmworker students—a majority of whom are Hispanic—obtain a General Education Development (GED) certificate.
Indicator: The percentage of HEP participants—including Hispanics—who complete the program and receive a GED will remain high or increase.
Strategies:

- Expand technical assistance to current and new HEP grantees.

College Assistance Migrant Program (CAMP) (page 123-124)	FY99	FY00	FY01 Request
	$4 million (+$1.9m)	$7 million (+$3m)	$10 million (+$3m)

Objective: Help migrant and seasonal farmworkers—a majority of whom are Hispanic—complete their first year of college and continue in postsecondary education.
Indicator: The percentage of CAMP participants who complete the program and continue in postsecondary education will increase.
Strategies:

- Increase technical assistance to improve services to Hispanics, in part through outreach to increase the number of HSIs operating CAMP projects.
- Monitor new projects and provide assistance where needed.

TRIO Programs (pages 122-123)	FY99	FY00	FY01 Request
	$600 million (+$70m)	$645 million (+$45m)	$725 million (+$80m)

Objective: Improve access to and quality of TRIO programs for Hispanic and LEP students.
Indicator: The proportion of under-served groups—including Hispanic and LEP students—participating in TRIO programs will increase.
Strategies:

- Improve data collection to better track participation and outcomes of Hispanics in TRIO programs.
- Target technical assistance workshops to geographic areas with large numbers of Hispanics.
- Improve dissemination of promising practices for reaching underserved populations, including Hispanics, recent immigrants, LEP students, and individuals with disabilities.
- Develop partnerships with Hispanic advocacy groups to help identify proposal reviewers knowledgeable about Hispanic education issues.

Hispanic-Serving Institutions (HSIs) (pages 129)	FY99	FY00	FY01 Request
	$28 million (+$16m)	$42.2 million (+$14.3m)	$62.5 million (+$20.3m)

Objective: To provide the financial support and technical assistance needed to help HSIs expand their capacity to effectively serve Hispanic and low-income students.
Indicator: The number of HSIs receiving five-year development grants will increase each year.
Strategies:

- Provide technical assistance and outreach to expand the grantee applicant pool and improve the quality of applications, including monthly meetings with the Hispanic Association of Colleges and Universities.

GEAR UP (pages 120-121)	FY99	FY00	FY01 Request
	$120 million	$200 million	$325 million

Objective: Maximize participation of Hispanic youth in awarded projects.
Indicator: The number of awards to HSIs or partnerships involving HSIs will increase each year through FY01.
Strategies:

- Track and evaluate participation of Hispanic and LEP students in funded projects.
- Expand outreach to Hispanic communities and HSIs through targeted mailings and workshops, such as the February 2000 workshop in Edinburgh, Texas coordinated with the National Council for Community Education and Partnerships.
- Partner with Hispanic advocacy groups and community-based organizations to identify grant proposal reviewers knowledgeable about Hispanic communities and education issues.

Adult Education (pages 117-119)	FY99	FY00	FY01 Request
	$385 million (+$24m)	$470 million	$556 million

Objective: Help LEP adults, including Hispanics, become literate in English and develop the knowledge and skills necessary to succeed in the global economy and exercise the rights and responsibilities of citizenship.
Indicator: In 2000-01, 40 percent of adults in beginning English for Speakers of Other Languages programs will complete and achieve basic literacy.
Strategies:

- Increase access to high-quality adult education programs by disseminating best practices from current study of promising English-as-a-second-language programs.
- Supporting innovation in adult education through a new demonstration focused on teaching literacy in the context of citizenship education.

APPENDIX B

Federal Agency Support for Hispanic Serving Institutions (HSIs)

Recognizing the important role that Hispanic Serving Institutions (HSIs) play in educating the Latino community, the White House Initiative has focused efforts to raise the awareness about HSIs and the need for the federal government to provide financial and programmatic support for these institutions and to see them as a viable resource to meet agency needs.

What are HSIs?

HSIs are a critical link in the educational pipeline that provide Latinos opportunities to attain a quality higher education. In 1998, there were about 200 HSIs located in 10 states and Puerto Rico. While these institutions are defined as having at least 25 percent total undergraduate Latino enrollment, the majority have about 40 percent and educate almost half of the one million Hispanic students in higher education. HSIs graduate nearly half of all Latinos who earn associate's and bachelor's degrees in the United States. As the number of Latinos entering higher education continues to grow, HSIs will play an even greater role in enhancing the educational achievement of Latinos to contribute a pool of well-educated and skilled workers.

Federal Support for HSIs

While the information gap that exists between HSIs and federal agencies is large, progress made over the past several years reflects a greater understanding of HSIs and a more concerted effort by agencies to develop strategies that will enable HSIs to participate in, and benefit from, federal programs, services, grants, and contracts. Several departments, including Agriculture, Commerce, Education, Housing and Urban Development, National Aeronautics Space Administration, and the National Endowment of the Humanities, have developed targeted grant programs that provide HSIs support for research, internships, fellowships, and infrastructure development.

To facilitate collaboration between HSIs and federal agencies, the White House Initiative has identified three main action areas where federal agencies can more effectively outreach to Latinos in higher education through HSIs.

1. **Enhance Federal Grant Opportunities and Technical Assistance**

   HSIs are often unaware of federal grant opportunities that can benefit their institutions and/or their students. HSIs are also generally not well versed with the procedures and format they must follow to write successful federal grant proposals. As a result, the percentage of federal grants awarded to HSIs is small when compared to total awards to all institutions of higher education (IHEs). For example, in FY99, HSIs received approximately 2.9 percent or $648 million of the total awards to IHEs ($2.2 billion). See Table A.

   To enhance HSI participation in federal grant opportunities, federal agencies should incorporate into their technical assistance outreach strategy a targeted effort to reach geographic regions with HSIs. A more concerted effort will help ensure that more staff from

HSIs can participate in technical assistance workshops on how HSIs can compete for federal discretionary grants and contracts. Disseminating information about grant opportunities through targeted mailings and electronic mail and providing grant application assistance through the Internet, telephone, and visits to HSIs are proven additional effective outreach mechanisms that can increase the number of HSIs applying for and being awarded federal grants.

Examples of technical assistance efforts include:

- *Creating regional liaisons officers*: The Department of Agriculture (USDA) has six Hispanic Serving Institution Liaison Officers who serve as link between USDA and HSIs. Liaisons provide HSIs information on USDA grant opportunities through grant workshops and courses on writing effective grant proposals. As a result of their work, the number of HSIs applying for and being awarded grants has increased. USDA/HSI Liaison officers have expanded their technical assistance to HSIs by sponsoring satellite conferences on grant opportunities.

- *Designing a technical assistance conference*: The Department of Commerce (DoC) hosts a Minority Serving Institutions (MSIs) Opportunities Conference to increase the participation level of MSIs, including HSIs, in DoC grant programs. At the conference, workshops on the various grant opportunities provide guidance on proposal writing and resource identification. Workshops also include opportunities for one-on-one discussions with DoC program and grant officials. DoC uses the Internet and targeted mailings to disseminate information about its support to HSIs.

- *Incorporating multiple outreach efforts*: The National Endowment for the Humanities (NEH) provides technical assistance to prospective applicants from HSIs, and to prospective applicants from other designated minority institutions, through a variety of processes. During FY2000, program officers assigned to NEH's Extending the Reach Initiative, the agency's main vehicle for its outreach efforts in support of HSIs, have conducted special technical assistance grant-writing workshops in 13 states and the commonwealth of Puerto Rico. NEH promotes these workshops with targeted mailings and, after the events, provides special follow-up services to participants. As a general practice, NEH also offers prospective applicants general consultation services along with the option of submitting drafts of pending applications for "no risk" review by program officers prior to the submission deadlines of its funding opportunities.

2. **Foster Collaborative Research**

HSIs have faculty and research that can be important resources to federal agencies. Faculty and students from HSIs can bring to federal agencies a unique perspective on their respective fields of study and can educate agencies about the academic strengths of their institutions. Conversely, federal agency officials can provide HSI faculty and students information about new technologies and federally sponsored research and how HSIs can benefit from federal programs and services. Agencies can foster collaborative research with HSI faculty through faculty and student fellow programs and the Intergovernmental Personnel Act Mobility Program. For example, the USDA/HSI Fellows Program offers HSI faculty and staff

opportunities to work in USDA headquarters. The program seeks to strengthen partnerships between USDA and HSIs and to enhance the fellows' professional growth, thereby improving the quality of teaching, and extension and research programs at their respective academic institutions.

The Department of Energy's Institute of Bio Technology, Environmental Science and Computing for Community Colleges (**http://www.orau.gov/doeccp**) provides educational training and research experience at five DoE national laboratories for highly motivated and traditionally underrepresented students in science, mathematics, and other technical fields. Each DoE laboratory offers an eight-week summer institute for students who are mentored by world-renowned scientists. The research conducted by the students enhances ongoing DoE studies in such areas as biotechnology and environmental science and supports DoE's department-wide efforts to meet the nation's scientific and technical needs.

3. **Provide valuable work experience to Latino students enrolled at HSIs through internships and fellowships and exposure to federal agencies**

HSIs are a source of highly intellectual, motivated, and committed Latino students. Internship and fellowship opportunities provided by federal agencies can help support and enhance career development and research skills of young Latino students. In turn, internships and fellowships can provide federal agencies skilled workers and new perspectives on how to meet the education needs of the Latino community. In FY99, federal agencies provided $30 million to support internships and fellowships to Latino students. Federal agencies should also consider recruiting interns and fellows for full-time employment. Latinos are the most underrepresented ethnic group in the federal employment ranks.

To further increase the number of Hispanic students who can professionally benefit from federal work experience, agencies should consider developing partnerships and/or Memorandums of Understanding (MOUs) with Hispanic organizations that have well defined internships programs for Hispanic students. Agencies should also consider participating in OPM's Student Employment Programs and developing mentoring programs that can augment the professional experience gained through internships and fellowships.

Examples of internships, fellowships, and other employment activities include:

- The Department of Energy signed a MOU with the Society for the Advancement of Chicanos and Native Americans in Science, the Society of Hispanic Professional Engineers, the Society of Mexican American Engineers and Scientists, the Center for the Advancement of Hispanics in Science and Engineering Education, the National Hispanic Environmental Council, and the Mathematics, Engineering, Science Achievement USA. The MOU seeks to prepare Hispanic students for positions of responsibility in science, engineering, and technical fields. DoE will work with these organizations to involve their student membership in internship and fellowship opportunities in DoE laboratories and other facilities.

- OPM awarded a five-year contract to the Hispanic Association of Colleges and Universities (HACU) to provide recruitment and screening services for developmental

assignments under the HACU National Internship Program for the period of January 2000 through December 2005. The contract award is estimated at a value of $1.8 million dollars. This will allow OPM to continue its participation in providing mentoring, training, and internships to Latino students.

- Sponsored by the Department of Transportation Federal Transit Administration, the "Tren Urbano University of Puerto Rico/Massachusetts Institute of Technology Professional Development Program" is a laboratory for engineering, architecture, and urban planning students to develop professional expertise in transit planning, design, construction, operations, and management. This is a collaborative effort among the Puerto Rico Highway and Transportation Authority, the University of Puerto Rico, and the Massachusetts Institute of Technology. The program began in 1994 with 10 students from the University of Puerto Rico and MIT. As of August 1998, 124 students have participated in the program, with 76 percent being Hispanics. DoT has provide over $5 million in support of this program.

- The Office of Personnel Management Federal Employment Kiosk program is a government-wide program that provides students and faculty members at institutions of higher education, including HSIs, information about federal employment and internship opportunities. Employment information is updated daily through dedicated telephone lines by the Office of Personnel Management. Students can access and print all necessary application form directly from the kiosks. As of FY99, over 40 HSIs and the Hispanic students they enrolled gained access to federal employment information through these kiosks.

TABLE A

SUMMARY OF FEDERAL FINANCIAL SUPPORT FOR HISPANIC SERVING INSTITUTIONS (HSIs)

Agency Name	FY98 (dollars in 000s)	FY99 (dollars in 000s)
Department of Agriculture	$27,125	$27,665
Department of Commerce	11,400	15,471
Department of Defense	45,463	72,931
Depts. of Army, Navy, Air Force	no data reported	64,605
Department of Education	110,597	155,777
Department of Energy	38,000	38,956
Department of Health and Human Services	95,627	121,501
Department of Housing and Urban Development	3,800	6,693
Department of Interior	1,942	3,768
Department of Justice	75	no data reported
Department of Labor	1,031	10,196
Department of State	114	56
Department of Transportation	2,499	2,101
Department of Treasury	611	766
Department of Veterans Affairs	365	1,238
Agency for International Development	8,842	7,465
Central Intelligence Agency	100	no data reported
Environmental Protection Agency	3,129	7,430
National Aeronautics Space Administration	37,792	46,674
National Endowment for the Arts	101	60
National Endowment for the Humanities	745	774
National Science Foundation	43,066	56,950
Office of Personnel Management	72	3
Small Business Administration	3,140	7,397
Social Security Administration	no data reported	no data reported
Total	**$435,636**	**$648,477**

*Total funds to Institutions of Higher Education (IHEs) equaled $2.2 billion in FY99.

By the Authority vested in me as President by the Constitution and the laws of the United States of America, and in order to advance the development of human potential, to strengthen the Nation's capacity to provide high-quality education, and to increase the opportunities for Hispanic Americans to participate in and benefit from Federal education programs, it is hereby ordered..."

Executive Order 12900
President Clinton, February 22, 1994

Recognizing the importance of increasing the level of educational attainment for Hispanic Americans, President Clinton established the White House Initiative on Educational Excellence for Hispanic Americans through Executive Order 12900 in September 1994. Guiding the White House Initiative is the President's Advisory Commission on Educational Excellence for Hispanic Americans, whose responsibility is to advise the president, the secretary of education and the nation on the most pressing educational needs of Hispanic Americans. The White House Initiative also provides the connection between the Commission, the White House, the federal government and the Latino community throughout the nation.

Current White House Initiative activities include initiating policy seminars, developing issue briefs, factsheets and information kits on the condition of Latinos in education, facilitating community outreach, increasing understanding and awareness of Hispanic-Serving Institutions (HSIs), and coordinating high-level efforts across the national government to improve education for Hispanics. These activities are driven by the president's request to assess:

- Hispanic educational attainment from pre-K through graduate and professional school;
- State, private sector, and community involvement in education;
- The extent to which federal activities in education complement existing efforts to increase education opportunities; and,
- Hispanic federal employment and federal recruitment strategies.

Accelerating the educational success of Hispanic Americans is among the most important keys to America's continued success. Please join us in ensuring educational excellence for all Americans.

The White House Initiative Staff

Sarita E. Brown
Executive Director

Deborah A. Santiago
Deputy Director

Richard Toscano
Special Assistant for Interagency Affairs

Debbie Montoya
Assistant to the Executive Director

Julie S. Laurel
Policy Analyst

Danielle Gonzales
Policy Intern

BEST COPY AVAILABLE

White House Initiative
on Educational Excellence for Hispanic Americans
400 Maryland Avenue, S.W. Room 5E110
Washington, D.C. 20202-3601
Phone: 202-401-1411
Fax: 202-401-8377
Email: white_house_init_hispanic_ed@ed.gov
Web page: www.ed.gov/offices/OIIA/Hispanic